



**WELCOME
TO
THE GREENWOOD PRE-SCHOOL
POLICIES & PROCEDURES**

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Adopted date : November 2018

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THE GREENWOOD PRE-SCHOOL'S POLICY DOCUMENT

November 2018

The Committee and Staff have produced this document. It is intended that it should help to avoid misunderstandings and give parents reassurance about the care of their children.

The document is divided into the following sections:

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- 1.2 Safeguarding children and child protection
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- Letter confirming place
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Appendices:

- A: Safeguarding referral details
- B: List of poisonous plants & flowers for parents’ information
- C: Emergency evacuation for staff and visitors - on hearing the emergency alarm
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- F: List of allergens
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- I: Privacy Notice
- J: Term dates

This document is reviewed on an annual basis, usually in the Autumn Term, but as necessary at Committee meetings. Any amendments are made and agreed by those present. If any pages are amended then the date should also be amended.

The Committee last reviewed this document in March 2020

Signed CHAIRPERSON Date

Rebecca Firman on behalf of The Greenwood Pre-school Committee

1.1 Children's rights and entitlements

Policy statement

- We promote children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

What it means to promote children's rights and entitlements to be '*strong, resilient and listened to*'.

To be strong means to be:

- secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;
- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong in our setting and in community life;
- confident in their own abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- part of a peer group in which they learn to negotiate, develop social skills and an identity as global citizens, respecting the rights of others in a diverse world; and
- able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

- be sure of their self-worth and dignity;
- be able to be assertive and state their needs effectively;
- be able to overcome difficulties and problems;
- be positive in their outlook on life;

- be able to cope with challenge and change;
- have a sense of justice towards themselves and others;
- develop a sense of responsibility towards themselves and others; and
- be able to represent themselves and others in key decision making processes.

To be listened to means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

1.2 Safeguarding children and child protection

Policy statement

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

Procedures

We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of our service delivery.

- Our designated person (known as the Lead Safeguarding Practitioner (LSP)) who co-ordinates child protection issues is:

Mrs Katie Bull

- When the setting is open but the designated person is not on site, a suitably trained deputy is available at all times for staff to discuss safeguarding concerns.

- Our designated officer who oversees this work is:

Mrs Emma Harte - Manager

- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff understand that safeguarding is their responsibility.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social care team or the NSPCC. They receive updates on safeguarding at least annually.
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2018) and are able to identify those children and families who may be in need of early help and enable them to access it.
- All staff understand the thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to arrangements published by the LSCB.
- All staff understand their responsibilities under the General Data Protection Regulation and the Data Protection Act 2018, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensure that any information they may share about parents and their children with other agencies is shared appropriately and lawfully.
- We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.

- We will share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns.
- We will be transparent about how we lawfully process data.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of cameras and mobile phones), whistleblowing and dignity at work.
- Children have a key practitioner to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Volunteers do not work unsupervised.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number;
 - certificate of good conduct or equivalent where a UK DBS check is not appropriate;
 - the date the disclosure was obtained; and
 - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- From 31 August 2018, staff and volunteers in childcare settings that are not based on domestic premises are **not** required to notify their line manager if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children. Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.
- In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour.

- We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child. Personal mobile phones are not used where children are present.
- The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
- The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to children's social care, or where appropriate, the LADO, Ofsted or RIDDOR.

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG, 2015) and the Care Act 2014.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);

- changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We understand how to identify children who may be in need of early help, how to access services for them
 - We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children's social work services
 - We understand that we should refer any child who may be at risk of significant harm to local authority children's social work services.
 - We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
 - We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
 - We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted and LSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
 - We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.
 - In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
 - We are aware of the mandatory duty that applies to teachers, and health workers to report cases of Female Genital Mutilation to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.
 - We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.

- If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children's social work service and/or police.
- We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection and child in need concerns and follow the LSCB procedures.
- Where such indicators are apparent, the child's key practitioner makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored on the child's personal file.
- In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns about children's welfare to the local authority children's social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.
- We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age appropriate way, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- All staff know that they can contact the NSPCC whistleblowing helpline if they feel that or organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.

Whistleblowing

We ensure that all staff are aware of the reporting procedures if they have a concern. They understand that they can either report to the Manager/Supervisor/Lead Safeguarding

Practitioner/Chair of the Committee depending on who the concern is regarding (refer also to procedures set out below in '*Allegations against staff*').

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child, although it is OK to ask questions for the purposes of clarification;
 - makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the Lead Safeguarding Practitioner is informed of the issue at the earliest opportunity.
- Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

Making a referral to the local authority children's social care team

- If we have suspicions about a child's physical, sexual or emotional well-being, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by the Wokingham Safeguarding Children Board (WSCB).

Escalation process

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
- We will ensure that staff are aware of how to escalate concerns.
- We will follow local procedures published by the LSCB.

Informing parents

- Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at risk, or may interfere with the course of a police investigation, or may unduly delay the referral, or unless it is otherwise unreasonable to seek consent. Advice will be sought from social care, or in some circumstances police, where necessary.
- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the procedures of the Local Safeguarding Children Board/Local Safeguarding Partners does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should consider seeking advice from children's social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

Liaison with other agencies and multi-agency working

- We work within the Local Safeguarding Children Board/Local Safeguarding Partners guidelines.
- The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues and concerns about children's welfare, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept (Appendix A).

Allegations against staff and persons in position of trust

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.

- We ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.
- We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
 - inappropriate sexual comments;
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images
- We will recognise and respond to allegations that a person who works with children has:
 - behaved in a way that has harmed a child, or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to a senior manager within the organisation and the Local Authority Designated Officer (LADO) as necessary to investigate and/or offer advice:
0118 974 6141 Email: LADO@wokingham.gcsx.gov.uk
- We also report any such alleged incident to Ofsted (unless advised by LADO that this is unnecessary due to the incident not meeting the threshold), as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process. Where it is appropriate and practical and agreed with LADO, we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering children through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals. Training opportunities should also cover extra familial threats such as online risks, radicalisation and grooming, and how to identify and respond to families who may be in need of early help, and organisational safeguarding procedures.
- The Lead Safeguarding Practitioner receives appropriate training, as recommended by the Local Safeguarding Children Board, every two years and refresh their knowledge and skills at least annually.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board and in line with the GDPR, Data Protection Act 2018, and Working Together 2018.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers.

- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- We will engage with any child in need plan or early help plan as agreed.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the Local Safeguarding Children Board.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (2004 s11)
- Children and Social Work Act 2017
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)
- Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- General Data Protection Regulations (GDPR) (2018)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

Further guidance

- Working Together to Safeguard Children (HMG, 2018)
- What to do if you're Worried a Child is Being Abused (HMG, 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)

- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)
- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Advice for Practitioners providing Safeguarding Services (DfE 2018)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

1.3 Looked after children

Policy statement

We are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable 'looked after' children in our care to achieve and reach their full potential.

Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

We place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is three to four years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is the Leading Safeguarding Practitioner.
- Every child is allocated a key practitioner before they start and this is no different for a looked after child. The LSP ensures the key practitioner has the information, support and training necessary to meet the looked after child's needs.
- The LSP and the key practitioner liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professional's meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider issues for the child such as:
 - their emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - their sense of self, culture, language(s) and identity – and how this is to be supported;
 - their need for sociability and friendship;
 - their interests and abilities and possible learning journey pathway; and
 - how any special needs will be supported.
- In addition the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;

- what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required;
 - wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key practitioner for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
 - In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
 - Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
 - Concerns about the child will be noted in the child's file and discussed with the foster carer.
 - If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
 - Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
 - The transition to school will be handled sensitively. The LSP and/or the child's key practitioner will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Further guidance

- Guidance on the Education of Children and Young People in Public Care (DfEE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)
- Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

1.4 Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted in our Diary.
- On occasions when parents or the person normally authorised to collect the child, are not able to collect the child, they record the name of the person who will be collecting their child in our Diary. We agree with parents how the identification of the person who is to collect their child will be verified. If this is a regular arrangement, written permission is required from the parent giving details of the person collecting.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. Our contact telephone number is 0118 9797580.
- If a child is not collected at their expected collection time, we follow the procedures below:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the Registration Form - are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.

- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
 - If no-one collects the child within 30 minutes of their expected collection time and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
 - We contact the local authority children's social care team:
0118 908 8002
 - Or the out of hours duty officer (where applicable):
01344 786543
 - The child stays at the setting in the care of two of our fully-vetted workers, one of whom will be our manager or session supervisor until the child is safely collected either by the parents or by a social care worker.
 - Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
 - Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
 - We ensure that the child is not anxious and we do not discuss our concerns in front of them.
 - A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.
Ofsted may be informed: 0300 123 1231

Broadmoor Escape

In the unlikely event of the Broadmoor Siren being heard, indicating that someone has escaped from the hospital, the children will be retained inside the building. All parents will be contacted and the children will remain in the setting until collected by an authorised parent/guardian/adult.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

1.5 Missing child

Policy statement

Children's safety is our highest priority, both on and off the premises. Every attempt is made, through the implementation of our outings procedure and our exit/entrance procedure, to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

Child going missing on the pre-school premises

- As soon as it is noticed that a child is missing, all staff are alerted who are on duty that day.
- The register is checked to make sure no other child has also gone astray.
- Two adults immediately co-ordinate a thorough search of the building and garden under the direction of the manager/session supervisor.
- The manager/session supervisor must ensure that the register is checked again and another headcount taken immediately.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out. All hiding places should be searched, ie in the play house, in the toilets, under the tables, etc. The child's name should be continually called whilst this is being done.
- Contact the Main School office to ask for their assistance with the search.
- Two adults leave the premises to search the grounds of the Main School. The child's name should be continually called whilst this is being done.
- If the Main School gates have not been secured, the search needs to be extended into Greenwood Grove and Poplar Lane. At the same time the parents of the child need to be alerted, and advised that the pre-school will immediately be contacting the police to help with the search. If it is suspected that the child may have been abducted, the police are informed of this.
- One member of staff walks towards the child's home to ensure that the child has not attempted to walk home alone.
- The manager/session supervisor talks to our staff to find out when and where the child was last seen and records this.
- If the manager is absent from the setting, the session supervisor will contact the manager in order that an investigation of the incident may be carried out immediately.

Child going missing during a visit to the Main School

- As soon as it is noticed that a child is missing, all staff are alerted who are on duty that day.
- The register is checked to make sure no other child has also gone astray.
- Two adults immediately co-ordinate the search under the direction of the manager/session supervisor.

- The manager/session supervisor must ensure that the register is checked again and another headcount taken immediately.
- All hiding places should be searched. The child's name should be continually called whilst this is being done.
- Contact the Main School office to ask for their assistance with the search.
- Two adults leave the area to search the grounds of the Main School. The child's name should be continually called whilst this is being done.
- If the Main School gates have not been secured, the search needs to be extended into Greenwood Grove and Poplar Lane. At the same time the parents of the child need to be alerted, and advised that the pre-school will immediately be contacting the police to help with the search.
- One member of staff walks towards the child's home to ensure that the child has not attempted to walk home alone.
- The manager/session supervisor talks to our staff to find out when and where the child was last seen and records this.
- If the manager is absent from the setting, the session supervisor will contact the manager in order that an investigation of the incident may be carried out immediately.

Child going missing on an outing or on a visit off site

Our manager ensures that a risk assessment has been carried out, and all appropriate records are in place including consent forms from the parent/guardian of every child and an emergency contact telephone number. (The contact telephone numbers remain in the possession of the manager throughout the outing).

Our manager ensures that:-

- All children are aware of the dangers that they will face during the outing/visit and how they can deal with these dangers.
- All children must be made aware and understand which adult they should be with at all times.
- Any parents attending on an outing will be responsible for their own child.
- All staff and unaccompanied children will wear the Greenwood uniform to ensure instant recognition.
- No name badges will be worn.
- All staff carry a fully charged mobile phone, which contains the phone numbers of all other members of staff.
- The ratio of adults to children is a minimum of 1:3.

As soon as it is realised that a child is missing:-

- Alert all staff on duty that day
- The register is checked to establish who is missing and to make sure no other child has gone astray

- Our manager must ensure that the register is checked again and another headcount taken immediately. This can either be done as a whole but if the group has been divided up each member of staff should check their own group and immediately report back to the manager.
- All groups should make their way towards the group with the missing child searching for the missing child as they come and calling the child's name.
- Our manager should contact the staff and security staff of the place being visited to enlist their immediate support and assistance.
- Our manager contacts the parent(s) and advises them that they are now contacting the police for their additional support.
- Our staff take the remaining children back to the setting as soon as possible.
- According to the advice of the police, a senior member of staff should remain at the site where the child went missing and wait for the police to arrive.
- Our manager will carry out an investigation immediately on return.
- Our staff keep calm and do not let the other children become anxious or worried.

The investigation

- Ofsted are informed as soon as possible and kept up-to-date with the investigation.
- Our manager carries out a full investigation, taking written statements from all our staff and volunteers who were present.
- Our manager, together with a representative of our committee speaks with the parent(s) and explains the process of the investigation.
- The parent(s) may also raise a complaint with us or Ofsted.
- Each member of staff present writes an incident report detailing:
 - The date and time of the incident.
 - Where the child went missing from e.g. the setting or an outing venue.
 - Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
 - When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
 - What has taken place in the premises or on the outing since the child went missing.
 - The report is counter-signed by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.

- Our staff will feel worried about the child, especially the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- They may be the understandable target of parental anger and they may be afraid. Our manager ensures that any staff under investigation are not only fairly treated, but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame our staff and may single out one staff member over others; they may direct their anger at our manager. When dealing with a distraught and angry parent, there should always be two members of staff one of whom is our manager. No matter how understandable the parent's anger may be, aggression or threats against our staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. Our remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly, but also reassure them.
- In accordance with the severity of the final outcome, our staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. Our manager will use their discretion to decide what action to take.
- Our staff must not discuss any missing child incident with the press without taking advice.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

1.6 Online safety (inc. mobile phones and cameras)

Policy statement

We take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

Procedures

Our designated person responsible for co-ordinating action taken to protect children is **Emma Harte**.

Information Communication Technology (ICT) equipment

- Only ICT equipment belonging to the setting is used by staff and children.
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection installed.
- The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

Internet access

- Children never have unsupervised access to the internet.
- Staff access the internet with children only for the purposes of promoting their learning.
- The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- Children are taught the following stay safe principles in an age appropriate way
 - Only go on line with a grown up
 - Only press buttons on the internet to things they understand
 - Tell a grown up if something makes them unhappy on the internet
- If a second hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
- All computers for use by children are located in an area clearly visible to staff.
- Children are not allowed to access social networking sites.
- The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
- If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or www.nspcc.org.uk or Childline on 0800 1111 or www.childline.org.uk.

Email

- Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children.
- Staff share information securely at all times.

Mobile phones – children

- Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in the kitchen area until the parent collects them at the end of the session.

Mobile phones – staff and visitors

- The setting uses the landline to contact parents and to make and receive calls. Mobile phones will only be used with the consent of the manager or session supervisor to contact parents in emergencies, for example if the landline is unavailable.
- Contact telephone numbers are taken on outings together with a mobile phone. The contact telephone numbers will not be stored on any mobile phones and will be in a written format kept by the manager.
- Mobile phones may be used by staff in the setting before and after the sessions only.
- Staff mobile phones are kept during the session in a secure box, in a drawer, in the kitchen area.
- In the event of an emergency, personal mobile phones may be used in privacy, where there are no children present, ie the office, with permission from the manager or session supervisor.
- We ask parents not to use their mobile phones within the setting. If it is necessary to do so, parents should speak to the manager or session supervisor who will direct them to an area away from the children, ie in the office or outside the front of the building.
- Our staff ensure that the landline telephone number is known to immediate family and other people who need to contact them in an emergency.
- If our staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them.
- Our staff will not use their personal mobile phones for taking photographs of children on outings.

Cameras and videos

Staff and volunteers:

- Our staff must not bring their own cameras or video recorders into the setting.
- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting whilst children are present.
- Photographs or recordings of children are only taken on equipment belonging to the setting.
- Camera and video use is monitored by our manager.

Parents or Members of the Public

- We understand that parents like to take photos of or video record their children in the summer concert, or at other events and presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.
- However, if there are Health & Safety issues associated with this – ie the use of a flash when taking photos could distract or dazzle a child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.
- We will not allow others to photograph or film children during an activity without the parent's permission. This includes the use of cameras on mobile phones or any other device.

- We will not allow images of children to be used on our website, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.
- We cannot be held accountable for photographs or video footage taken by parents or members of the public at any of our functions where parental permission has been given.

Social media

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept children and parents as friends due to it being a breach of expected professional conduct.
- In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work.
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in the setting.
- Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and agreement in relation to boundaries is agreed.

Use and/or distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
- Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague's or others' behaviour are reported (as above).

Further guidance

- NSPCC and CEOP *Keeping Children Safe Online* training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020..

Signed on behalf of The Greenwood Pre-schoolChair Person

2.1 Employment

Policy statement

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

Procedures

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All our staff have job descriptions, which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
- Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.
- Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
- We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.

- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Notifying Ofsted of changes

- We inform Ofsted of any changes to our Registered Person (the manager).

Training and staff development

- Our manager and session supervisor hold the CACHE Level 3 Diploma for the Children and Young People's Workforce or an equivalent qualification and at least half of our other staff members hold the CACHE Level 2 Certificate for the Children and Young People's Workforce or an equivalent or higher qualification.
- We provide regular in-service training to all our staff - whether paid staff or volunteers - through external agencies or eLearning courses.
- Our budget allocates resources to training.
- We provide our staff with induction training on the first day of their employment. This induction includes all policies and procedures and highlights our Health and Safety Policy and Safeguarding Children and Child Protection Policy.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Our staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of our staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- Our staff take their holiday breaks when the setting is closed. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with our manager with sufficient notice.
- Where our staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary, in accordance with the individual's contract of employment.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

2.2 Student placements

Policy statement

We recognise that qualifications and training make an important contribution to the quality of the care and education we provide. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Procedures

- We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting are not counted in our staffing ratios.
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

3.1 Induction of employees and volunteers

Policy statement

We provide an induction for all employees and volunteers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

Procedures

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all employees and volunteers including principal committee members.
 - Familiarisation with the building, health and safety, and fire and evacuation procedures.
 - Ensuring our policies and procedures are read and adhered to.
 - Introduction to the parents.
 - Familiarisation with confidential information in relation to any key children where applicable.
 - Details of the tasks and daily routines to be completed.
- The induction period lasts at least two weeks. The manager inducts new employees and volunteers. A member of the committee/session supervisor inducts new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.
- Following induction, we continue to support our staff to deliver high quality performance through regular supervision and appraisal of their work.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

3.2 First aid

Policy statement

We are able to take action to apply first aid treatment in the event of an accident involving a child or adult. All of our staff hold a current first aid certificate and this is renewed every three years. The first aid qualification includes first aid training for infants and young children. We aim to ensure that first aid training is local authority approved and is relevant to adults caring for young children.

Procedures

The first aid kit

Our first aid kit is accessible at all times and contains all necessary items including the following:

- Triangular bandage.
- Sterile dressings:
 - Small x 2.
 - Medium x 2.
 - Large x 2.
- Composite pack containing 20 assorted (individually-wrapped) plasters x 1.
- Sterile eye pads (with bandage or attachment) e.g. No 16 dressing x 2.
- Container of 6 safety pins x 1.
- Guidance card as recommended by HSE x 1.
- Cleansing wipes (alcohol free).

In addition, the following equipment is kept near to the first aid box:

- 2 pairs of disposable plastic (PVC or vinyl) gloves.
- 1 plastic disposable apron.
- A children's forehead 'strip' thermometer.
- A child's cold compress kept in the kitchen fridge.
- The first aid box is located in the kitchen area. Information about who has completed first aid training is displayed in the kitchen area also.
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- The manager is responsible for checking and replenishing the first aid box contents regularly.
- Medication is only administered in line with our Administering Medicines policy.
- In the case of minor injury or accidents, first aid treatment is given by a qualified first aider.
- In the event of minor injuries or accidents, we normally inform parents when they collect their child, unless the child is unduly upset or we have concerns about the injury. In which case we will contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP.
- An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken.

- Parents sign a consent form at registration allowing their child to receive first aid treatment or for the pre-school to seek further medical attention should it be necessary.
- Accidents and injuries are recorded in our accident record book and, where applicable, notified to the Health and Safety Executive, Ofsted and/or local child protection agencies in line with our Recording and Reporting of Accident and Incidents Policy.

Legal framework

- Health and Safety (First Aid) Regulations (1981)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

4.1 The role of the key practitioner and settling-in

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, and the setting by providing secure relationships in which children thrive, parents have confidence, our staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- We allocate a key practitioner when the child starts.
- The key practitioner is responsible for:
 - Providing an induction for the family and for settling the child into our setting.
 - Completing relevant forms with parents, including consent forms.
 - Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
 - Offering unconditional regard for the child and being non-judgemental.
 - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
 - Acting as the key contact for the parents.
 - Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
 - Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
 - Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.

- The key practitioner will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

Settling-in

- Before a child starts to attend Greenwood, we use a variety of ways to provide his/her parents with information. These include written information (including our welcome pack and policies), information about pre-school activities, and a parent information meeting for all new families.
- During the half term before a child is enrolled, we provide opportunities for the child and his/her parents to visit Greenwood (referred to as transition sessions) and would recommend that children and parents come to these sessions prior to the child actually starting at Greenwood to familiarise themselves with the group.
- When a child starts to attend, we work with his/her parents to decide on the best way to help the child to settle into Greenwood.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- Around the first half-term of starting, we discuss and work with the child's parents to begin to create their child's record of achievement ('Learning Journey').

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

5.1 Staffing

Policy statement

The Greenwood Pre-School has a high ratio of adults to children in the setting and is above those set by the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Our staff are appropriately qualified and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

Procedures

To meet this aim we use the following ratios of adult to children:

- Children aged three years and over: 1 adult : 8 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- We do not include students on long-term placements and regular volunteers in our staffing ratios.
- A minimum of four staff are generally on duty at any one time. If numbers of children are low, this may reduce to three staff members; the ratios of adult to children are always adhered to in this case. Generally we deploy higher staff to children ratios than required. Our manager is not included in the ratios unless covering for staff.
- Our manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight *or* hearing of staff at all times.
- All staff are deployed according to the needs of the setting and the children attending.
- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a key practitioner to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key practitioner plans with parents for the child's well-being and development in the setting. The key practitioner meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

6.1 Administering medicines

Policy statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness. We ensure that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements.

In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect.

The manager or session supervisor are responsible for the correct administration of medication to children in the setting. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. We notify our insurance provider of all required conditions, as laid out in our insurance policy.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- We only usually administer medication when it has been prescribed for a child by a doctor (or other medically qualified person). It must be in-date and prescribed for the current condition. However, any antibiotics or suchlike cannot be the responsibility of the staff; the parent must give these.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children. On receiving the medication, the member of staff checks that it is in date and prescribed specifically for the current condition.
- Parents must give prior written permission for the administration of medication which includes the following information:
 - the full name of child and date of birth;
 - the name of medication and strength;
 - the dosage and times to be given in the setting;
 - the method of administration;
 - how the medication should be stored;
 - the signs the child may display that medication may need to be administered;
 - any possible side effects that may be expected; and
 - the signature of the parent, their printed name and the date.

- The administration of medicine is recorded accurately in our medication record book each time it is given and is signed by the person administering the medication. Parents are shown the record at the end of the day and asked to sign the record book to acknowledge the administration of the medicine. The medication record book records the:
 - name of the child;
 - name and strength of the medication;
 - date and time of the dose;
 - dose given and method;
 - signature of the person administering the medication and witness; and
 - parent's signature.
- If the administration of prescribed medication requires medical knowledge, we obtain individual training for staff by a health professional.
- If rectal diazepam is given, another member of staff must be present and co-signs the record book.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell a staff member what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.
- We monitor the medication record book to look at the frequency of medication given in the setting.

Storage of medicines

- All medication is stored safely on a shelf in the kitchen area or refrigerated as required.
- For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when- required basis. The manager checks that any medication held in the setting, is in date and returns any out-of-date medication back to the parent. In these cases, each child's medication is stored in a plastic box with the child's name and picture displayed on the lid with the parent's permission letter enclosed.

Children who have long term medical conditions and who may require ongoing medication

- We carry out a risk assessment for each child with a long term medical condition that requires on-going medication. This is the responsibility of our manager. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.

- The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.

Managing medicines on trips and outings

- If children are going on outings, the key person for the child will accompany the children with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above.
- On returning to the setting the card is stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
- This procedure should be read alongside the outings procedure.

Legal framework

- The Human Medicines Regulations (2012)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

6.2 Managing children who are sick, infectious, or with allergies

Policy statement

We aim to provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic trigger.

Procedures for children who are sick or infectious

- If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – our manager or session supervisor call the parents and ask them to collect the child, or to send a known carer to collect the child on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water, but kept away from draughts. The child's temperature is taken using a forehead thermometer strip, kept by the first aid box.
- In extreme cases of emergency, an ambulance is called and the parent informed.
- Parents are asked to take their child to the doctor before returning them to the setting; we can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics for an infectious illness or complaint, we ask parents to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, we ask parents keep children home for 48 hours following the last episode.
- We have list of excludable diseases and current exclusion times. The full list is obtainable from <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities> and includes common childhood illnesses such as measles.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to Public Health England.
- When we become aware, or are formally informed of the notifiable disease, our manager informs Ofsted and contacts Public Health England, and acts on any advice given.

HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults. We:

- Wear single-use vinyl gloves and aprons when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Bag soiled clothing for parents to collect.

- Clear spills of blood, urine, faeces or vomit using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.
- Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit using a disinfectant.

Nits and head lice

- Nits and head lice are not an excludable condition; although in exceptional cases we may ask a parent to keep the child away until the infestation has cleared.
- On identifying cases of head lice, we inform all parents ask them to treat their child and all the family if they are found to have head lice.

Procedures for children with allergies

- When children start at the setting we ask their parents if their child suffers from any known allergies. This is recorded on the Registration Form.
- If a child has an allergy, we complete a risk assessment form to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
 - The nature of the allergic reactions (e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc).
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
 - Control measures - such as how the child can be prevented from contact with the allergen.
 - Review measures.
- This risk assessment form is kept in the child's personal file and a copy is displayed where our staff can see it.
- Generally, no nuts or nut products are used within the setting.

Insurance requirements for children with allergies and disabilities

- If necessary, our insurance will include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from our insurance provider must be obtained to extend the insurance.
- At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.
- Oral medication:
 - Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to our insurance provider. Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
 - We must be provided with clear written instructions on how to administer such medication.
 - We adhere to all risk assessment procedures for the correct storage and administration of the medication.

- We must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to our insurance provider.
- Life-saving medication and invasive treatments:
These include adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).
 - We must have:
 - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
 - written consent from the parent or guardian allowing our staff to administer medication; and
 - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
 - Copies of all three documents relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal. Written confirmation that the insurance has been extended will be issued by return.
- Key person for special needs children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.:
 - Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
 - The key person must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.
 - Copies of all letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal. Written confirmation that the insurance has been extended will be issued by return.
- If we are unsure about any aspect, we contact the Pre-school Learning Alliance Insurance Department on 020 7697 2585 or email membership@pre-school.org.uk.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

6.3 Recording and reporting of accidents and incidents

Policy statement

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

Procedures

Our accident book:

- is kept in a safe and secure place;
- is accessible to our staff, who all know how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Reporting accidents and incidents

- Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:
 - food poisoning affecting two or more children looked after on our premises;
 - a serious accident or injury to, or serious illness of, a child in our care and the action we take in response; and
 - the death of a child in our care.
- Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.
- Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.
- We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. We report to the Health and Safety Executive (HSE):
 - Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment.
 - Any work-related accident leading to a specified injury to one of our employees. Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns or amputations.
 - Any work-related accident leading to an injury to one of our employees which results in them being unable to work for seven consecutive days. All work-related injuries that lead to one of our employees being incapacitated for three or more days are recorded in our accident book.
 - When one of our employees suffers from a reportable occupational disease or illness as specified by the HSE.
 - Any death, of a child or adult, that occurs in connection with a work-related accident.
 - Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done; such as a gas leak.

Incident book

- We ensure that our staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.
- On discovery of an incident, we report it to the appropriate emergency services – fire, police, ambulance – if those services are needed.
- If an incident occurs before any children arrive, our manager risk assesses this situation and decides if the premises are safe to receive children. Our manager may decide to offer a limited service or to close the setting.
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our Fire Safety and Emergency Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing.
- If a crime may have been committed, we ask all adults witness to the incident make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
- We keep an incident book for recording major incidents, including some of those that that are reportable to the Health and Safety Executive as above.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
- In the event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed. The incident is recorded when the threat is averted.
- In the unlikely event of a child dying on our premises, the emergency services are called and the advice of these services are followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Legal framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (As Amended)
- The Health and Safety (Enforcing Authority) Regulations 1998

Further guidance

- Common Inspection Framework: Education, Skills and Early Years (Ofsted 2015)
- Early Years Inspection Handbook (Ofsted 2015)
- RIDDOR Guidance and Reporting Form: www.hse.gov.uk/riddor

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

6.4 Nappy changing

Policy statement

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. However, if this is the case we ask parents to provide clean nappies or pull-ups as we do not supply these. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures

- Our changing area is warm, with a safe area to lay children and no bright lights shining down in their eyes.
- Our staff put on gloves and aprons before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child.
- All our staff are familiar with our hygiene procedures and carry these out when changing nappies.
- We are gentle when changing; we avoid pulling faces and making negative comments about 'nappy contents'.
- We do not make inappropriate comments about children's genitals when changing their nappies.
- In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children.
- We encourage children to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- We encourage children to wash their hands, and have soap and towels to hand.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- We dispose of nappies and pull ups hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Any wet or soiled clothing is bagged for parents to take home.
- We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect and will be a disciplinary matter.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

6.5 Food and drink

Policy statement

The Greenwood Pre-School regards snack time as an important part of the Pre-school session. Eating represents a social time for children and adults. We aim to provide appropriate and healthy food to meet the children's individual dietary needs. We aim to meet the full requirements of Ofsted's Statutory Framework for the Early Years Foundation Stage on food and drink.

Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies. (See the Managing Children who are Sick, Infectious or with Allergies Policy.)
- Parents record information about each child's dietary needs in the Registration Form.
- We regularly consult with parents to ensure that our records of their children's dietary needs – including any allergies - are up-to-date.
- We display current information about individual children's dietary needs so that all our staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and we are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
- We provide a vegetarian alternative on days when meat or fish are offered and make every effort to ensure Halal meat or Kosher food is available for children who require it.
- We show sensitivity in providing for children's diets and allergies. We do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- We organise snack times so that they are social occasions in which children and adults participate.
- We use snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.

- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- We provide semi-skimmed pasteurised milk or water at snack times.

Legal framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs.

Further guidance

- Safer Food, Better Business (Food Standards Agency 2011)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

6.5 a Lunch club

Policy statement

The Greenwood Pre-school introduced a Lunch Club on 2nd November 2020.

We ensure that the children will be closely monitored at all times by appropriately trained staff. Consistent acceptable table manners and behaviour will be encouraged and meal times will be enjoyable, social occasions for both staff and children alike.

Lunch should be provided by the parent/carer in suitable **named** containers, and any cutlery needed should be provided. Unfortunately, we are unable to reheat food.

Procedures

The Greenwood Pre-school is committed to promoting healthy eating and believes that encouraging this at a young age will lead to a healthier lifestyle.

- Staff will carry out checks to ensure that all children expected to stay for lunch have a lunch pack.
- A lunch time register will be checked.
- Water or Milk will be available for the children at all times but parents can provide a suitable drink.
- Good table manners will be actively encouraged by staff who will also set a good example.
- Cultural difference in eating habits will be respected.
- Children will be encouraged to say Please and Thank you and to sit whilst eating.
- Conversation will be encouraged.
- Slow eaters will not be rushed and will be given time to finish their meal within the 30-minute lunch period.
- Children will be encouraged to eat savoury items before sweet.
- Parent/carers will be encouraged to provide healthy lunches (**no** sweets/bars of chocolate); Healthy eating advice and information is available to view on our parent's information board. We reserve the right to return this food to the parent and include an explanation note.
- Parents/carers will be asked to put a realistic amount in their child's lunchbox, as we will try to encourage the children to finish all of their food. We suggest that parents/carers put small amounts into the lunchboxes which can be increased over time.
- Squirry yoghurts and fizzy/pouch drinks are discouraged because children find them difficult to access independently.
- Children will be actively discouraged from sharing their food with others, particularly important if children suffer from specific food allergies.
- The Greenwood Pre-school is a '**No Nut Zone**', **including products containing coconut**; please ensure that items that come into Pre-school do not contain nuts as some children can have severe reactions.
- Grapes, cocktail sausages and cherry tomatoes should be cut in half long ways to avoid a **choking hazard**.

Lunch Box Storage

- Parents should provide lunches in suitable containers, with **ice packs**, all containers, lunch bags and drinks bottles must be **clearly labelled with their child's name**.
- A box will be provided for lunch boxes, which will be stored away from radiators and sunlight, in a cool place. Parents will be able to collect their child's lunch box from the lunch box at the end of their session.

After signing in for morning sessions we require children to self-register for lunch club by placing their name on the board provided.

We make a small charge of £4 per day for this facility, which provides half an hour of excellent childcare.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was published in October 2020

Signed on behalf of The Greenwood Pre-schoolChair Person

6.6 Food hygiene

Policy statement

We provide and/or serve food for children on the following basis:

- Snacks.
- Lunch Club

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

Procedures

- All our staff who are involved in the preparation and handling of food have received training in food hygiene.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould
- Food preparation areas are cleaned before and after use
- There are separate facilities for hand-washing and for washing-up
- All surfaces are clean and non-porous
- All utensils, crockery etc. are clean and stored appropriately
- Waste food is disposed of daily
- Cleaning materials and other dangerous materials are stored out of children's reach
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand-washing and simple hygiene rules;
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment, such as blenders etc.

Reporting of food poisoning

Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.

- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within our setting, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.
- We notify Ofsted as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and always within 14 days of the incident.

Legal framework

- Regulation (EC) 853/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs

Further guidance

- Safer Food Better Business (Food Standards Agency 2011)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

7.1 Promoting positive behaviour

Policy statement

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

Procedures

In order to manage children's behaviour in an appropriate way;

- We will ensure that key staff keep up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- We will ensure that staff attend relevant training to help understand and guide appropriate models of behaviour (in-house or externally)
- We require all staff, students and volunteers to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff with the setting's Promoting Positive Behaviour Policy and its guidelines for behaviour.
- We expect all members of our setting – children, parents, staff, volunteers and students – to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- We ask that parents make the staff aware of any bereavement or personal situation that could upset their child, even if the child appears to be coping well at home.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children to find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example,

acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings, so that they can learn a more appropriate response;

- We praise and endorse desirable behaviour such as kindness and willingness to share;
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our manager and are recorded in our Incident Book. A parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – for example by distraction, discussion or by withdrawing the child from the situation.
- Staff in Pre-School will make themselves aware of, and respect, a range of cultural explanations regarding interactions between people.
- Staff will be aware that some kinds of behaviour may arise from a child's special needs.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property' (EYFS).'
- If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened.

Challenging Behaviour/Aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will contact children's social services if appropriate and will consider whether notifying the police if appropriate.
- The designated person will make a written record of the incident, which is kept in the child's file.
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Hurtful behaviour/Bullying

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to be a reflection of the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long term behaviour. This label can stick with the child for the rest of their life.

Challenging unwanted behaviour from adults in the setting

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

Further guidance

- Special Educational Needs and Disability Code of Practice (DfE 2014)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

8.1 Health and safety general standards

Policy statement

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents, staff and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is:
Emma Harte
- She is competent to carry out these responsibilities.
- She has undertaken health and safety training and regularly updates her knowledge and understanding.
- We display the necessary health and safety poster in:
The entrance corridor

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on the notice board in the entrance corridor.

Procedures

Awareness raising

- Our induction training for staff includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- We keep records of these induction training sessions and new staff are asked to sign the records to confirm that they have taken part.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at our staff meetings.
- We operate a no-smoking policy.
- We make children aware of health and safety issues through discussions, planned activities and routines.

Windows

- We ensure that windows are protected from accidental breakage or vandalism from people outside the building.
- Our windows are secured so that children cannot climb through them.

- We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.

Floors and walkways

- All our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.
- Walkways are left clear and uncluttered.

Electrical/gas equipment

- We ensure that all electrical equipment conforms to safety requirements and is checked regularly.
- Our meter cupboard is not accessible to the children.
- Heaters only heat to a low temperature and children are encouraged not to play with or touch them.
- We check wall heaters daily to make sure they are not covered.
- Socket covers are used on sockets when not in use
- There are sufficient sockets in our setting to prevent overloading.
- We ensure that the temperature of hot water, used by the children, is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas of our setting, including storage areas.

Storage

- All our resources and materials, which are used by the children, are stored safely.
- All our equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

- Our outdoor area is securely fenced. All gates and fences are childproof and safe.
- Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
- Adults and children are alerted to the dangers of poisonous plants and flowers. (Appendix B).
- We leave receptacles upturned to prevent collection of rainwater. Where water can form a pool on equipment, it is emptied and cleaned before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that hats are worn during the summer months. (NB Staff do not administer sun cream – parents sign on the registration form to say that their child is adequately protected from the sun by applying sun cream **before** sending them to pre-school).

- We supervise outdoor activities at all times; and particularly children on climbing equipment.

Hygiene

- We seek information from the Public Health England to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting, which includes the kitchen, main areas and toilets. Children do not have unsupervised access to the kitchen.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene, including hand washing and drying facilities.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning and checking toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes; and
 - providing tissues and wipes.

Activities, resources and repairs

- Before purchase or loan, we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.
- We keep a full inventory of all items in the setting for audit and insurance purposes.
- The layout of our play equipment allows adults and children to move safely and freely between activities.
- All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- We make safe and separate from general use any areas that are unsafe because of repair is needed.
- All our materials, including paint and glue, are non-toxic.
- We ensure that sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- We teach children to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded. Large pieces of equipment are discarded only with the consent of the manager.

Jewellery and accessories

- Our staff do not wear jewellery or fashion accessories, such as belts or high heels, that may pose a danger to themselves or children.

- Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.

Safety of adults

- We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- We provide safe equipment for adults to use when they need to reach up to store equipment or to change light bulbs.
- We ensure that all warning signs are clear and in appropriate languages.
- We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

Control of substances hazardous to health

- Our staff implement the current guidelines of the *Control of Substances Hazardous to Health Regulations (COSHH)*.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used and where they are stored.
- Hazardous substances are stored safely away from the children.
- We keep all cleaning chemicals in their original containers.
- All members of staff are vigilant and use chemicals safely.
- Members of staff wear protective gloves when using cleaning chemicals.

Animals

- Animals visiting the pre-school are free from disease, safe to be with children and do not pose a health risk.

Legal framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations (1999)
- Electricity at Work Regulations (1989)
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations (1992 (As Amended 2004))
- Health and Safety (Display Screen Equipment) Regulations (1992)

Further guidance

- Health and Safety Law: What You Need to Know (HSE Revised 2009)
- Health and Safety Regulation...A Short Guide (HSE 2003)
- Electrical Safety and You: A Brief Guide (HSE 2012)

- Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009)
- Getting to Grips with Manual Handling - Frequently Asked Questions: A Short Guide (HSE 2011)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

8.2 Maintaining children's safety and security on premises

Policy statement

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records via an enhanced disclosure with children's barred list check through the Disclosure and Barring Service.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- We only allow access to visitors with prior appointments.
- Our staff check the identity of any person who is not known before they enter the premises.
- We keep front doors and gates locked shut during session times.
- We have installed 'spy holes' in the main door at a suitable height.
- The personal possessions of staff and volunteers are securely stored during sessions.
- Minimal petty cash is kept on the premises.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This policy is due for review in November 2019.

Signed on behalf of The Greenwood Pre-schoolChair Person

8.3 Supervision of children on outings and visits

Policy statement

Children benefit from being taken outside of the premises on visits or outings, for activities which enhance their learning experiences. We ensure that there are procedures to keep children safe on outings; all staff are aware of and follow the procedures as laid out below.

Procedures

- There is a designated lead for each excursion who is clear about their responsibility as designated lead.
- We always ask parents to sign specific consent forms before visits or outings; and the risks are assessed before the visit or outing takes place.
- Any written outing risk assessments are made available for parents to see, if requested.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and the type of venue.
- Named children are assigned to individual staff member to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.
- Parents who accompany us on outings are responsible for their own child only. Where parents have undergone vetting with us as volunteers, they may be included in the adults to child ratio and have children allocated to them.
- Staff frequently count their designated children and ensure hands are held when on the street and crossing the road.
- We take a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and medicines required for individual children, a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for.
- We take a list of children with us with contact numbers of parents/carers, as well as an accident book and a copy of our Missing Child Policy.
- All staff and children will wear Greenwood uniform to ensure instant recognition.
- We ensure that seat belts are worn whilst travelling in vehicles.
- As a precaution, we ensure that children do not eat when travelling in vehicles.
- We ensure that contracted drivers are from reputable companies, do not have unsupervised access to the children and are not included in the ratios.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

8.4 Risk assessment

Policy statement

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

Risk assessment means:

Taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to.

The law does not require that all risk is eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures – they are the ones with first-hand knowledge as to whether the control measures are effective – and they can give an informed view to help update procedures accordingly.

This policy is based on the five steps below:

- Identification of a risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, etc?
- Assessment as to whether the level of a risk is high, medium, low. This takes into account both the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

Procedures

- Our manager undertakes training and ensures our staff have adequate training in health and safety matters.
- Our risk assessment process covers adults and children and includes:
 - determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;

- checking for and noting hazards and risks indoors and outside, in relation to our premises and activities;
 - assessing the level of risk and who might be affected;
 - deciding which areas need attention; and
 - developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- Where more than five staff and volunteers are employed, the risk assessment is written and is reviewed regularly.
 - We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly, termly and yearly basis when a full risk assessment is carried out.
 - Our manager ensures that checks, such as electricity safety checks, and any necessary work to the setting premises are carried out annually and records are kept.
 - Our manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety for all areas of the premises.
 - Our manager ensures that staff members carry out risk assessments for work practice including:
 - preparation and serving of food/drink for children;
 - children with allergies;
 - cooking activities with children;
 - supervising outdoor play and indoor/outdoor climbing equipment;
 - assessment, use and storage of equipment for disabled children;
 - the use and storage of substances which may be hazardous to health, such as cleaning chemicals;
 - visitors to the setting who are bring equipment or animals as part of children's learning experiences; and
 - following any incidents involving threats against staff or volunteers.
 - Our manager carries out risk assessments for off-site activities.

Legal framework

- Management of Health and Safety at Work Regulations (1999)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

8.5 Fire safety and emergency evacuation

Policy statement

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The manager and our staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Safety Consultant. A Fire Safety Log Book is used to record the findings of risk assessment, any actions taken or incidents that have occurred and our fire drills.

Procedures

Fire safety risk assessment

- The basis of fire safety is risk assessment, carried out by a 'competent person'.
- The manager has received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there are more than five staff and will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).
- Our fire safety risk assessment focuses on the following for each area of the setting:
 - Electrical plugs, wires and sockets.
 - Electrical items.
 - Cookers.
 - Matches.
 - Flammable materials – including furniture, furnishings, paper etc.
 - Flammable chemicals .
 - Means of escape.
 - Anything else identified.
- We will ensure that we have a copy of the fire safety checks that apply to Winnersh Primary and that we contribute to regular reviews.

Fire safety precautions taken

- We ensure that fire doors are clearly marked, never obstructed and easily opened from the inside.
- We ensure that smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- We have all electrical equipment checked annually by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.
- We ensure sockets are covered. Our emergency evacuation procedures are approved by the Fire Safety Consultant and are:
 - clearly displayed in the premises;

- explained to new members of staff, volunteers and parents.
- Records are kept of fire drills and of the servicing of fire safety equipment.

Emergency evacuation procedure

(Please see Appendices C & D)

Fire drills

We hold fire drills termly and record the following information about each fire drill in the Fire Safety Log Book:

- The date and time of the drill.
- How long it took to evacuate.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

Legal framework

- Regulatory Reform (Fire Safety) Order 2005

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

8.6 Animals in the setting

Policy statement

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the setting or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

Procedures

Animals in the setting as pets

- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- Our staff are knowledgeable of the pet's welfare and dietary needs and ensure that the correct food is offered, at the right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- We teach children the correct handling and care of the animal or creature and supervise them at all times.
- We ensure that children wash their hands after handling the animal or creature and do not have contact with animal soil.
- We wear disposable gloves when cleaning housing.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

Legal framework

- The Management of Health and Safety at Work Regulations (1999)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

8.7 No-smoking

Policy statement

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors.

Procedures

- All staff, parents and volunteers are made aware of our No-smoking Policy.
- No-smoking signs are displayed.
- The No-smoking Policy is stated in information for parents.
- Staff who smoke do not do so during working hours, unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations (2006)
- The Smoke-free (Signs) Regulations (2012)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

8.8 Staff personal safety

Policy statement

This setting believes that the health and safety of all staff is of paramount importance and that all staff have the right to work in a safe environment. We support safe working both on and off the premises, acknowledging the needs and diversity of children and their family.

Procedures

General

- All staff in the building early in the morning, or late in the evening, ensure doors and windows are locked.
- Where possible, at least the first two members of staff to arrive in the building arrive together, and the last two members of staff in the building leave together.
- Visitors are generally only allowed access with prior appointments and only admitted once their identity has been verified.
- Minimal petty cash is kept on the premises.
- When taking cash to the bank, members of staff are aware of personal safety.
- Members of staff make a note in the diary of meetings they are attending, who they are meeting and when they are expected back.

Dealing with agitated parents in the setting

- If a parent appears to be angry, mentally agitated or possibly hostile, two members of staff will lead the parent away from the children to a less open area, but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Members of staff will try to empathise and ensure that the language they use can be easily understood.
- Staff will speak in low, even tones, below the voice level of the parent.
- Members of staff will make it clear that they want to listen and seek solutions.
- If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, while avoiding potentially inflammatory expressions such as 'calm down' or 'be reasonable'.
- If threats or abuse continues, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of children.
- After the event, details are recorded in the child's personal file together with any decisions made with the parents to rectify the situation and any correspondence regarding the incident.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

8.9 Procedure for Lock Down

Policy statement

We ensure the lock down procedures ensures a sensible and proportionate response to an external or internal incident which has the potential to pose a threat to the safety of the pupils and staff in the pre-school. These procedures aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff.

Procedures

Lock down procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident/civil disturbance in the local community (with the potential to pose a risk to staff and children in the pre-school)
- An intruder on the main school site (with the potential to pose a risk to staff and children)
- A warning being received regarding a risk locally, of air pollution (eg smoke plume)
- A major fire in the vicinity of the school/pre-school
- The close proximity of a dangerous dog roaming loose

Signals

For lock down – the specified lock down alarm will sound for approximately 30 seconds. This alarm is a series of short, interrupted pulses which is distinct from the fire alarm which is one long continuous bell.

Signal for all-clear – the same alarm will sound again and there will be verbal confirmation either in person or via the school phone system from the designated person

Initial Lock Down Response

- All children, staff, parents or visitors in the building will remain. Staff will gather children to sit on the carpet area in the main area. For any children, staff, parents or visitors in our outside areas, all should proceed quickly to the Greenwood building, if it is safe to do so. If there is an immediate danger, staff may need to gather the children to hide or take cover in the most appropriate place.
- Secure the building once all are inside – closing external doors, windows and then close the window shutters. Close all internal doors into the main room and turn off lights in the kitchen, hall, office and toilets. Once assembled, take the register to ensure that all children and adults are accounted for.
- We will endeavour to maintain a calm atmosphere and engage the children in a story while awaiting the all-clear.

- All children and adults will remain in the building until the all clear is given. Until this time, remain vigilant to any changes and reassess the safety of the children at regular intervals. Respond to any further instructions given by the designated person.
- Parents will not be permitted to pick up their children during a lock down procedures.

All staff are aware of our procedures. To this end, lock down drills will be undertaken by the school at least twice a year. This will ensure that the process is familiar to all children and staff.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

9.1 Valuing diversity and promoting inclusion and equality

Policy statement

We are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

- promote equality and value diversity within our service and foster good relations with the local community;
- actively include all families and value the positive contribution they make to our service;
- promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- provide a secure and accessible environment in which every child feels safe and equally included;
- improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
 - age;
 - gender;
 - gender reassignment;
 - marital status;
 - pregnancy and maternity;
 - race;
 - disability;
 - sexual orientation; and
 - religion or belief.

- where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

Procedures

Admissions

Our setting is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in other languages (where ever possible).
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Inclusion and Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We make adjustments to ensure that disabled children can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
 - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
 - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
 - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- Displaying of openly discriminatory xenophobic and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with

immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.
- All our job descriptions include a commitment to promoting equality, and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for our staff to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

Curriculum

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as people who are different from themselves. It encourages development of confidence and self esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within resources;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating locally observed festivals and holy days;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

We will ensure that our environment is as accessible as possible for all visitors and service users.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Food

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met where ever possible.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

Monitoring and reviewing

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Public Sector Equality Duty

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

Legal framework

The Equality Act (2010)

Children Act (1989) & (2004)

Children and Families Act (2014)

Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

9.2 Supporting children with special educational needs

Policy statement

We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is: **Mrs Sharon Maslen**
- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- If at any point a child is appearing to be in need of support, having not responded to the general strategies used for all children, we have parental permission to seek external advice and support from other professionals, such as the Early Years Inclusion Advisor and/or Health Visitors. Such support is likely to involve observation, advice and signposting. Should the need arise for external support, parents will always be consulted and informed at each stage. The need of the child is paramount and by registering with the setting parents are giving the setting the authority to seek the appropriate individual support.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes.

- We, where appropriate, take into account children’s views and wishes in decisions being made about them, relevant to their level of understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework.
- We set aside a budget in the accounts for any reasonable SEN resources (human and financial) that may be needed to support a child if not already in place within the setting. One-to-one support is provided if deemed appropriate, feasible and approved by the committee.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We raise awareness of any specialism the setting has to offer, eg Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

9.3 British values

Policy statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Procedures

British Values

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
 - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - Practitioners ensure that children understand their own and others' behaviour and its consequence.
 - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty, or freedom for all* (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
 - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
 - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
 - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
 - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- *In our setting it is not acceptable to:*
 - actively promote intolerance of other faiths, cultures and races
 - fail to challenge gender stereotypes and routinely segregate girls and boys
 - isolate children from their wider community
 - fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015 we also have a duty "*to have due regard to the need to prevent people from being drawn into terrorism*".

Our setting will closely follow any locally agreed procedure as set out by the Local Authority and/or Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Legal framework

Counter-Terrorism and Security Act 2015

Further guidance

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

10.1 The Greenwood Pre-school prospectus

The Greenwood Pre-School is a registered charity which is run by Trustees and a Committee. The Greenwood Pre-School aims to meet the needs of all children in their care, in accordance with their stage of development, and to value them as individuals, whilst providing a safe, happy and secure environment for them, regardless of their sex, ethnicity, religion or abilities. We work in partnership with parents to help children learn and develop.

The Committee is made up of parents and guardians of children who attend Greenwood. These are elected annually by the rest of the parents at the Annual General Meeting (AGM) which is held in the Spring Term each year. The Committee consists of a Chairperson, Secretary, Treasurer and at least two other members who have children attending the Pre-School.

As a member of the Greenwood Pre-School your child will be given generous care and attention because of our high ratio of adults to children. They will have an opportunity to join with other children and adults to live, play, work and learn together. Your child is helped to take forward their learning and development by building on what he/she already knows and can do.

The Greenwood Pre-School is open to every family in the community with children of pre-school age. Our Pre-School is registered for a maximum of 26 children per session with a ratio of one adult to six children which is above the legal requirement for children aged three and over.

A child's name may be placed on the waiting list from birth. This list is maintained by the group for all prospective children, and is operated on a first come, first served basis. Where places are available, children will be offered a place in the term after their third birthday. *(Please note that registration with the Pre-School has no connection with Winnersh Primary School. Parents wishing to register with the school should do so through Wokingham Borough Council).*

We operate an open door policy to new parents who are interested in visiting the pre-school and we encourage you to ask questions to allay any doubts or worries you may have. Starting pre-school is a big step for your child and for you. We encourage parents to attend any transition meetings and/or attend at least one session/open afternoon with their child, to familiarise themselves, and their child, with our routine. Details of transition procedures for any given term will be conveyed to parents via the Manager.

In all cases, we ask the parents of children new to pre-school to remain where they can be contactable during session time, until their child appears settled in the pre-school environment.

The Committee arrange various fundraising events throughout the year to provide additional resources for the children. We hope that you will show your support.

The pre-school term dates are included further on in the welcome pack. We offer children 5 sessions of 3 hours each, over 38 weeks. (Please see Wokingham Borough Council Parent/Provider Contract – Guidance form for further details).

Pre-School sessions for 3-5 year olds are held Monday – Friday as follows:-

Morning Session

8.45 to 9.00am Drop off at any time between these times

11.45 am Pick up

Afternoon Session

12.30pm Drop off

3.15 to 3.30pm Pick up at any time between these times

Collection after the morning session and drop off for the beginning of the afternoon session will be via the entrance in Poplar Lane (the green gates). Because of safety issues in the Winnersh Primary car park, there is no access via the main school entrance through to the pre-school at these times.

At pick up at the end of a day, any older siblings attending Winnersh Primary School will need to remain outside our building until their parent/carer arrives to pick up their child from Greenwood. This is to ensure that any additional children entering the building are under the supervision of an adult.

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children;
- has the chance to join in with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014):

- *A Unique Child*
Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- *Positive Relationships*
Children learn to be strong and independent through positive relationships.
- *Enabling Environments*
Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- *Learning and Development*
Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

- *Prime Areas*
 - Personal, social and emotional development.
 - Physical development.
 - Communication and language.
- *Specific Areas*
 - Literacy.
 - Mathematics.
 - Understanding the world.
 - Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is

expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- making relationships;
- self-confidence and self-awareness; and
- managing feelings and behaviour.

Physical development

- moving and handling; and
- health and self-care.

Communication and language

- listening and attention;
- understanding; and
- speaking.

Literacy

- reading; and
- writing.

Mathematics

- numbers; and
- shape, space and measure.

Understanding the world

- people and communities;
- the world; and
- technology.

Expressive arts and design

- exploring and using media and materials; and
- being imaginative.

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves to a different setting or when they go on to school.

Records of achievement (or Learning Journey)

We keep a record of achievement for each child. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key practitioner will work in partnership with you to keep this record. To do this you and she will collect information about your child's needs, activities, interests and achievements. This

information will enable the key practitioner to identify your child's stage of progress. Together, we will then decide on how to help your child to move on to the next stage.

Working together for your children

The Greenwood Pre-School has a high ratio of adults to children in the setting and is above those set by the Safeguarding and Welfare Requirements. We also have parent helpers, where possible, to complement these ratios. This helps us to:-

- a) Give time and attention to each child
- b) Talk with the children about their interests and activities
- c) Help children to experience and benefit from the activities we provide
- d) Allow the children to explore and be adventurous in safety

The staff who work at Greenwood Pre-School are listed below:

Emma Harte – Manager

BA ITT in Primary Education with QTS

Emma joined Greenwood in September 2019 as manager, taking over from Derry Cairns. Emma has two children, the eldest who attended Greenwood and is now at Winnersh Primary. Before joining Greenwood, Emma was a Primary School Teacher for 14 years and taught across EYFS, Key Stage 1 and Key Stage 2.

Katie Bull – Session Supervisor/Leading Safeguarding Practitioner

Postgraduate Certificate of Education

Katie joined Greenwood in October 2011 as a Pre-school Assistant and became a Key Practitioner in September 2013. She became Session Supervisor in January 2018 for one day a week and in April 2019, when Mrs Hicks 'retired', began sharing the role with Sharon Maslen. Katie has a daughter who is at the Holt and a son who is at the Forest and both attended Greenwood before they joined Winnersh Primary. Before Katie had her children she was a biology teacher in a secondary school.

Sharon Maslen – Session Supervisor/SENCO

Diploma for the children & young people's workforce – Level 3

Sharon began working with us on a temporary basis in the summer term of 2010 and became a permanent member of staff in October 2010 as a Pre-school Assistant. She gained the role of key practitioner when she began her Level 3. In the summer of 2014, Sharon gained her qualification (Diploma for the children & young people's workforce- Level 3). She took on the shared role of Session Supervisor with Mrs Bull in April 2019 when Mrs Hicks 'retired'. Sharon has two daughters who attend Emmbrook Secondary School, both of whom attended Greenwood previously.

Chantelle Felton – Key Practitioner**NVQ Early Years Care and Education - Level 3**

Chantelle joined Greenwood in February 2018 as a Pre-school Assistant. She had previously worked in a day nursery before having her two daughters and is Level 3 qualified. Chantelle's youngest daughter attended Greenwood before moving into Winnersh Primary.

Nadira Persaud - Key Practitioner**NVQ Early Childhood Care and Education - Level 3**

Nadira joined Greenwood in April 2019 as a Pre-school Assistant. She has previously worked in a day nursery and is Level 3 qualified. Nadira has two children, a daughter who is attending Henley College and a son who is now at Winnersh Primary School after attending Greenwood.

Cathy Waters – Assistant Practitioner**Level 2 City & Guilds in Child Care & Makaton Stages 1-4**

Cathy joined Greenwood as a Pre-School Assistant in September 1999. She has three children, a son who is a chef, another son who is an electrician and a daughter who has finished a course at Henley College. All three children attended Greenwood Pre-School.

Jane Bird – Assistant Practitioner

Jane joined Greenwood in January 2007 as a Pre-School Assistant. Jane had been the Secretary on the Greenwood committee for 2 years before becoming a member of staff. Jane has a daughter who has just finished at Henley College and a son who attends the Forest. Both children attended Greenwood.

Nicola Wiseman – Assistant Practitioner

Nicky joined Greenwood in October 2019 as a Pre-school Assistant. She has a daughter and son who attend Winnersh Primary School. Her daughter attended Greenwood. Nicky is also a volunteering breast feeding supporter for NCT and a parent helper at Winnersh Primary.

Amy Rodgers – Assistant Practitioner.**BA (Hons) Degree in Sociology and Educational Studies**

Amy joined the Greenwood team in February 2020 as a Pre-school Assistant. She has a daughter who currently attends the pre-school and twin boys who also attended Greenwood and are now at Winnersh Primary School.

All staff attend courses every three years in pre-school practice (including Safeguarding, Fire Safety, Food Hygiene, and Prevent), and all are currently qualified to administer first aid. They continue to attend courses to keep themselves up-to-date with all current practice.

How parents take part in the setting

The Greenwood Pre-school recognises that parents are the first and the most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for your child. There are many ways in which parents take part in making Greenwood a welcoming and stimulating place for children and parents such as:-

- a) Exchanging knowledge about their children's needs, activities, interests and development with the staff
- b) Helping at sessions
- c) Sharing their own special interests with the children
- d) Helping to provide, make and look after the equipment and materials used in the children's play activities
- e) Becoming a member of The Greenwood Pre-School Committee
- f) Taking part in events and informal discussions about the activities and curriculum provided by Greenwood
- g) Joining in community activities in which the setting takes part
- h) Building friendships with other parents at the pre-school
- i) Contributing in providing a baseline assessment for their child.

The Parents' Rota

The Greenwood Pre-school has a dated rota which we actively encourage you to take part in; you can sign up if you would like to help at a particular session or sessions. Helping at the session enables you to see what the day-to-day life of Greenwood is like, and to join in helping the children to get the best out of their activities. We ask parents not to put their name on the rota during the first half of their child's first term, in order that the child can get used to the day-to-day routine of attending Greenwood independently. **Unfortunately, we regret siblings are unable to attend these sessions. In addition, if a parent is a childminder they may not bring minded children along.**

Your help at these sessions is invaluable, it gives you a greater understanding of the activities and tasks that your child is doing and a chance to get to know the staff a little better as well.

Please do not be surprised if your child reacts in a funny way to your being there. Some children show off, and others go very quiet, some become clingy and some can be quite tearful – this is all quite natural. Your child will get used to the idea of sharing you with other children. However, if this does present a problem for you, the staff are more than happy to discuss it with you and perhaps defer your attendance at sessions until your child is more able to cope with the idea of you being there.

We would like to politely advise you that, obviously, everything observed and heard with the Pre-school regarding the children, their families and also our staffing, is all confidential and should not be passed on to third parties.

Below is a guideline for the sessions but please do not hesitate to ask at any time if you would like further clarification or guidance when attending our sessions.

Sessions

During the session we would like you to play with the children, encouraging and gently helping them, but not taking over and doing things for them. We begin with a brief registration and then break off into groups to do our adult-led themed or small group activity. Please be led by the adults running the session. We then have free play where the children can take part in many different activities. Be prepared to play with the children or to simply read a book if asked. The only place we do not go, unless 'invited' is the Home Corner, which is strictly for imaginative play. Children should be encouraged to write their own names on painting and drawings. If they are unable to do this then please write their names on their work. Once dry, paintings should be placed in trays.

During the free play session the children will have the opportunity to play outside as well as inside. Two adults are always outside with the children, you may be asked to go outside, so please do bring a coat with you.

When tidy up time is called, all the children are encouraged to help tidy up. After everything has been put away the children go into the quiet room for a story, to sing songs or take part in a music session. The children then return to the main room for snack time. We see snack time as a social occasion and therefore children sit down together for this time during the session. Children are offered a choice of milk or water. Fresh or dried fruit, wholemeal toast, fresh popcorn might be offered to the children for their snack. As a parent on rota you might be asked to assist in the chopping of fruit, preparation of toast or even to lend a hand with the washing up!

During the sessions, there are periods when the children will go into the quiet room for a story or a phonics activity, to sing songs or take part in a music session. The order of these sessions vary slightly between the morning and afternoon sessions but are incorporated in both.

Timetables & Routines

The Greenwood Pre-School believes that care and education are equally important in the experience we offer children. The routines and activities that make up the sessions are provided in ways that:-

- a) Help each child to feel that he/she is a valued member of Greenwood
- b) Ensure the safety of each child
- c) Help children to gain from the social experience of being part of a group

- d) Provide children with opportunities to develop and progress

The Greenwood Pre-school organises its session so that the children can choose from, and work at, a range of activities, and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. We aim to provide for all areas of the foundation stage in our outdoor area. The children have the opportunity – and are encouraged – to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor environment.

Snack times

The setting makes snack times a social time at which children eat together. Please tell us about your child's dietary needs and we will make sure these are met. We ask parents to donate the snack food every now and again which enables us to usually have a supply of snacks for the children. Please see Appendix which details any allergens in the food/snacks we provide.

Clothing

The Greenwood Pre-school offers for sale hats, polo shirts and sweatshirts bearing the Greenwood logo for the children to wear. These are not compulsory, but if you would like to purchase one, please ask a member of staff.

The Greenwood Pre-school does provide aprons for the children for painting, cooking and other messy activities.

Please make sure your child has a coat with them during the colder months and a hat with them during the summer months.

All coats, jumpers, hats, scarves, gloves and shoes should be clearly labelled with your child's full name. We do have a name label service, details of which are available from the staff. If at all possible can you please avoid your child wearing jelly shoes, flip flops or open toe sandals in the summer. These shoes tend to catch on equipment and offer little protection to toes should they get trodden on. Non-slip, easy to take off and put on shoes are ideal.

The Greenwood Pre-school encourages children to gain the skills which help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting

on, outdoor clothes. Clothing which is easy for them to manage will help them to do this, ie. avoid belts, dungarees and woolly tights where possible.

Policies

Copies of the Greenwood Pre-school policies are enclosed with this prospectus. Our staff are available to explain these to parents, where necessary.

These policies help us to make sure that the service provided by Greenwood is a high quality one and that being a member of Greenwood is an enjoyable and beneficial experience for each child and their parents.

The staff and parents of Greenwood work together to adopt the policies and all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling Greenwood to provide a quality service for its members and the local community.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject (you and your family)
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects (you and your family) for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

A privacy notice that gives you further details of how we fulfil our obligations with regard to your data is enclosed with our policies (Appendix I).

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Reporting a child absent, off sick or away

We appreciate that it is not compulsory for children to attend pre-school and it may well be that parents decide to go out for the day on the spur of the moment, keep their child at home, for example because they are ill or have had a bad night, or to go on a family holiday. We totally appreciate this, however, due to potential safeguarding issues, it is considered best practice to chase up children who are absent and the pre-school have received no prior warning of their absence. We, therefore, would ask all parents to ideally telephone (or email) on the first day of absence. If we do not receive any prior contact regarding a child's absence, the manager will ring to establish the reason for absence. If contact cannot be made, this may well need to be acted upon. If you have prior warning of an absence, we would ask parents to either write it in the Diary or let a staff member know.

Special needs

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs & Disability Code of Practice (2014).

Our Special Educational Needs Co-ordinator is **Mrs Sharon Maslen**.

The Pre-School Committee

A parent management Committee – whose members are elected by the parents of the children who attend Greenwood – manages our pre-school along with the manager. The elections take place at the Annual General Meeting which is held in the Spring Term each year. The committee is responsible for:-

- a) Managing the Pre-School's finances (although ultimately the Trustees are responsible for ensuring any monies are spent accordingly)
- b) Employing and managing the staff
- c) Making sure that Greenwood has – and works to – policies which help it to provide a high quality service
- d) Making sure that Greenwood works in partnership with the children's parents

The Annual General Meeting is open to the parents of all the children who attend Greenwood. It is their forum for looking back over the previous year's activities and shaping the coming year's activities.

Fees

Greenwood suggests a £5.00 fee when you initially place your child on our waiting list which goes towards fundraising.

If your child commences at Greenwood prior to the beginning of the term after their third birthday, then fees are applicable and these are paid termly in advance. Fees must still be paid if your child is absent without notice for a short time. If your child has to be absent over a long period of time, then please talk to the manager. For your child to keep his/her place at Greenwood, you must pay the fees or we must receive the Government Universal Funding for your child.

At the beginning of the term after your child's third birthday, they become eligible for the Government Universal Funding (15 hours) and you will no longer have to pay for your child's attendance at Greenwood. Greenwood will not be offering the Extended Entitlement for Working Families (30 hours), although parents who are entitled to this may use their entitlement across two different settings.

Starting at our setting

The Greenwood Pre-School hopes that you and your child enjoy being members of our group and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or your questions.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

10.2 Admissions

Policy statement

The Greenwood Pre-School is open to every family in the community with children of pre-school age. Our pre-school is registered with Ofsted. We take up to 26 children. There are at least four members of staff present at every session which ensures our adult to child ratios are above the legal requirement for children aged three and over (one adult to eight children).

We aim to ensure that all sections of our community have access to the pre-school through open, fair and clearly communicated procedures.

Procedures

- We ensure that the existence of the pre-school is advertised in places accessible to all sections of the community
- We ensure that information about our pre-school is accessible – in written and spoken form – and, if appropriate, in different languages. Where necessary we will try to provide information in Braille, or through signing or an interpreter.
- A child's name may be placed on our waiting list from birth. This list is maintained and operated by the manager, for all prospective children.
- Where places are available, children will be offered a place in the term after their third birthday
- We describe our pre-school and its practices in terms which make it clear that it welcomes both fathers, mothers, other relations and other carers, including childminders
- We describe our pre-school and its practices in terms of how it treats individuals, regardless of their gender, additional educational needs, disabilities, background, religion, ethnicity or competence in spoken English
- We describe how our practices enable children and/or parents with disabilities to take part in the life of the pre-school
- We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place
- We make our Valuing Diversity and Promoting Equality Policy widely known
- We are flexible about attendance patterns to accommodate the needs of individual children and families

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

10.3 Parental involvement

Policy statement

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of our setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included.

When we refer to 'parents', we mean both mothers and fathers; these include both natural or birth parents, as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents, as well as foster parents.

The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'.

Procedures

- Parents are made to feel welcome in our setting; they are greeted appropriately.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies, through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. We provide you with a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.
- We seek parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We seek parents' views regarding changes in the delivery of our service.

- Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our setting:

- Admissions Policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

10.4 Children's records

Policy statement

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Privacy Notice, Confidentiality and Client Access to Records Policy and our Information Sharing Policy.

Procedures

If a child attends another setting, we endeavour to establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child's records.

We keep two kinds of records on children attending our setting:

Developmental records

- These include observations of children in the setting, photographs, video clips and samples of their work and termly learning outcomes.
- These are usually kept on the unit near the kitchen and can be accessed, and contributed to, by our staff, the child and the child's parents.

Personal records

These may include the following (as applicable):

- Personal details – including the child's registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an Individual Education Plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, a Statement of Special Educational Need and any information regarding a Looked After Child.
- Correspondence and Reports – all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which our manager keeps secure in an office or other suitably safe place.

- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our manager, session supervisor or designated person for child protection, the child's key person, or other staff as authorised by our manager.
- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with our Privacy Notice, Confidentiality and Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- The children's learning journeys are all passed on to their next setting or school when they leave together with all relevant developmental records. Other personal records are kept for three years after they have left the setting; except records that relate to a serious accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

Other records

- We keep a daily record of the names of the children we are caring for and the names of their key practitioner.
- Students, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act (1998)

Further guidance

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

10.5 Provider records

Policy statement

We keep records and documentation for the purpose of maintaining our charity. These include:

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of our staff including their name, home address and telephone number.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the General Data Protection Regulations (2018), further details are given in our Privacy Notice and the Human Rights Act (1998).

This policy and procedure should be read alongside our Privacy Notice, Confidentiality and Client Access to Records Policy and Information Sharing Policy.

Procedures

- All records are the responsibility of our manager and they are kept securely.
- All our records are kept in an orderly way in files and filing is kept up-to-date.
- Our financial records are kept up-to-date for audit purposes.
- We maintain health and safety records; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

We notify Ofsted of any:

- change in the address of our premises;
- change to our premises which may affect the space available to us or the quality of childcare we provide;
- change to the name and address of our registered provider, or the provider's contact information/my name, address or contact information;
- significant event which is likely to affect our suitability to look after children; or
- other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (DfE 2017).

Legal framework

- General Data Protection Regulations (2018)
- Human Rights Act 1998

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

10.6 Transfer of records to school

Policy statement

We recognise that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter a reception class.

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Procedures

Transfer of development records for a child moving to another early years setting or school

- Using the *Development Matters in the Early Years Foundation Stage* guidance and our assessment of children's development and learning, the key practitioners will prepare a summary of achievements in the seven areas of learning and development (known as Progress Summary Report).
- The record refers to:
 - Any additional language spoken by the child and his or her progress in both languages
 - Any additional needs that have been identified or addressed by the setting
 - Any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is an Education, Health and Care Assessment and Plan, and the name of the lead professional
- The document will also be accompanied by the child's 'Learning Journey', which contains other evidence, photos, drawings and work that the child has made.

Transfer of confidential information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in the setting and what was done about them
- A summary of the concerns will be made to send to the receiving setting or school, along with the date of the last professional meeting or case conference.

- Where a CAF has been raised in respect of any welfare concerns, the name and contact details of the lead professional will be passed on to the receiving setting or school
- Where there has been a s47 investigation regarding a child protection concern, the name and contact details of the child's social worker will be passed on to the receiving setting or school – regardless of the outcome of the investigation
- This information is delivered by hand to the setting or school, addressed to the setting or school's designed person for child protection and marked as 'confidential'.

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Freedom of Information Act (2000)
- Human Rights Act (1998)
- Children Act (1989)

Further guidance

- What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

10.7 Confidentiality and client access to records

Policy statement

'Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.'

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2015)

In our setting, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).

Confidentiality procedures

- Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- We always check whether parents regard the information they share with us to be confidential or not.
- Some parents may share information about themselves with other parents as well as with our staff; we cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy and Privacy Notice) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our Children's Records Policy and Privacy Notice).

- Most information is kept in a manual file. However, our staff may use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept. We do not keep electronic records on children, other than the register and financial data.
- Where it is helpful to keep an electronic copy, we download it onto a disc, labelled with the child's name and kept securely in the child's file. No documents are kept on the hard drive. This is because the settings' PC's do not have facilities for confidential user folders.
- Our staff discuss children's general progress and well being together in meetings, but more sensitive information is restricted to our manager and the child's key person, and is shared with other staff on a need to know basis.
- We do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual, our practitioners and manager check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

Client access to records procedures

Parents may request access to any confidential records we hold on their child and family following the procedure below:

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the manager.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows 40 working days for the file to be made ready.
- A reasonable fee to cover admin costs may be charged to the parent.
- Legal advice may be sought before sharing a file.
- Our manager goes through the file ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages. She notes any information, entry or correspondence or other document which mentions a third party.
- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to our manager giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.

- 'Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc, we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals our manager takes a photocopy of the complete file. On the copy of the file, our manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by legal advisors to verify that the file has been prepared appropriately.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- We photocopy the 'clean copy' again and collate it for the parent to see.
- Our manager informs the parent that the file is now ready and invites him/ her to make an appointment to view it.
- Our manager meets with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.
- The law requires that the information we hold must be held for a legitimate reason and must be accurate. If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can

record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.

- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

Telephone advice regarding general queries may be made to The Information Commissioner's Office Helpline 0303 123 1113.

All the undertakings above are subject to the paramount commitment of our setting, which is to the safety and well-being of the child. Please see also our policy on Safeguarding Children and Child Protection.

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act (1998)

Further guidance

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

10.8 Information sharing

Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.'

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

Policy statement

We recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in our Privacy Notice that is given to parents at the point of registration. The six principles state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

- it is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of the management team.

The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.

- Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. We also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. *Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989, but provide a framework to ensure that personal information about living individuals is shared appropriately.*

- Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.

2. *Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.*

In our setting we ensure parents:

- Receive a copy of our Privacy Notice and information about our Information Sharing Policy when starting their child in the setting and that they sign Policies and Procedures acknowledgement to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
- have information about our Safeguarding Children and Child Protection Policy; and
- have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

3. *Seek advice if you are in any doubt, without disclosing the identity of the person where possible.*

- Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.

- Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
 - Our manager seeks advice if she needs to share information without consent to disclose.
4. *Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.*
- We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
 - Our guidelines for consent are part of this procedure.
 - Our manager is conversant with this and she is able to advise staff accordingly.
5. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.*

In our setting we:

- record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;
 - record decisions made and the reasons why information will be shared and to whom; and
 - follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.
6. *Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*
- Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.
7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*
- Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will seek their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign our Policies and Procedures Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have.
- We give parents copies of the forms they sign.
- We consider the following questions when we need to share:
 - Is there legitimate purpose to us sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?
 - Is there a statutory duty or court order requiring us to share the information?
 - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
 - If the decision is to share, are we sharing the right information in the right way?
 - Have we properly recorded our decision?
- Consent must be freely given and *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- Consent can be withdrawn at any time.
- We explain our Information Sharing Policy to parents.

Separated parents

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.

All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection Policy.

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act (1998)

Further guidance

- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)
- What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)
- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2015)

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

10.9 Working in partnership with other agencies

Policy statement

We work in partnership with local and national agencies to promote the well-being of all children. We will never share your data with any organisation to use for their own purposes.

Procedures

- We work in partnership, or in tandem, with local and national agencies to promote the well-being of children.
- We have procedures in place for the sharing of information about children and families with other agencies. These are set out in our Privacy Notice, Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in our setting and respect their professional roles.
- We follow the protocols for working with agencies, for example on child protection.
- We ensure that staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary, we consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

10.11 Making a complaint

Policy statement

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach with the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Procedures

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the Greenwood Pre-School's provision talks over, first of all his/her worries and anxieties with the manager.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to stage 2 of the procedure by putting the concerns or complaint in writing to the manager and Chairperson of the Greenwood Pre-School Committee

Most complaints would be able to be resolved informally at Stage 1 or Stage 2

Stage 3

- The parent requests a meeting with the manager and the Chairperson of the Pre-School Committee. Both the parent and the leader should have a friend or partner present if required. An agreed written record of the discussion is made. All of the parties present at the meeting sign the record and receive a copy of it.

The signed record signifies that the procedure has concluded

Stage 4

- If at the Stage 3 meeting the parent and the manager cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved
- Staff are appropriate persons to be invited to act as mediators
- The mediator keeps all discussion confidential. He/She can hold separate meetings with the manager and/or Chairperson of the Committee and the parent, if this is deemed to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice he/she gives

Stage 5

- When the mediator has concluded his/her investigations, a final meeting between the parent, the manager and the Chairperson of the Committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded

The role of the Office for Standards in Education, Children's Services and Skills (Ofsted), the Local Safeguarding Children Board and the Information Commissioner's Office

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- Parents can complain to Ofsted by telephone or in writing at:
Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD
Tel: 0300 123 1231
- These details are displayed on our notice board.
- If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Board.

- In these cases, both the parent and Greenwood are informed and our manager work with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.
- The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at our setting. The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

Records

A record of complaints in relation to our setting, or the children or the adults working in our setting is kept in a record book, including the date, the circumstances of the complaint and how the complaint was managed. This book is available for parents and Ofsted inspectors at any time.

This policy was adopted at a meeting of The Greenwood Pre-school held in November 2018.

This document was last reviewed in March 2020.

Signed on behalf of The Greenwood Pre-schoolChair Person

To the parents/carers of _____

Dear Parent/Carer

This is to confirm that we are offering you _____
_____ for the above mentioned child at

The Greenwood Pre-school to start _____. Could you please confirm your
acceptance on the form below no later than _____.

All paperwork can be handed in at Greenwood or sent to our address.

NB. If the relevant paperwork is not received by the above date, the Greenwood Pre-school will assume a place is no longer required and will allocate the place to another child.

Yours faithfully

Emma Harte
Manager
The Greenwood Pre-school

(Please tear off and return the bottom slip, retaining the above for your records)

I confirm that (child's name) _____ will be starting at
The Greenwood Pre-school commencing _____.

With regards to funding, I can confirm that (child's name) _____ **does/does**
not (delete accordingly) currently attend another funded Nursery, Playgroup or Pre-school

Signed _____ Parent/Carer

Date _____

Registration Form

We are legally required to keep records of the children in our care. Could you please complete the forms and return them to Greenwood. All information is kept strictly confidential. Please let us know if there are any changes to this information.

Child's Details	Full Name	
	Date of Birth	
	Address (including postcode)	
	Home Tel No	
Parent's Details (Parent in this instance includes both natural parents and any guardian or person having the actual custody of the child, eg step-parent)	Parent's Name (and address if different from above)	
	Relationship to child	
	Parental responsibility?	Yes / No
	Employer's name & address	
	Work Tel No	
	Mobile Tel No	
	Parent's Name (and address if different from above)	
	Relationship to child	
	Parental responsibility?	Yes / No
	Employer's name & address	
	Work Tel No	
	Mobile Tel No	
Emergency Contact (this should not be a parent/guardian)	Name	
	Tel No	
	Relationship to child	
Childminder Details	Name	
	Address	
	Tel No	
Other children in family	Name/s and age/s	
Details about any person who does not have legal access to the child		
We would like to keep a list of parents who are prepared to do simple maintenance and repairs. If you are able to help in this way, please complete below		
Parent's Name		Special skills

HEALTH DETAILS

Child's Name	
Doctor's Name	
Doctor's Address	
Doctor's Tel No	
Inoculation Record	Up to date Yes / No
Measles	Up to date Yes / No
Mumps	Up to date Yes / No
Rubella	Up to date Yes / No
Can your child drink milk?	
Any allergies, asthma, eczema, reactions to plasters, bee stings, etc?	
Any other medical conditions or health matters that we should know?	
Any known special needs?	
Consent in case of injury sustained during pre-school	I agree for my child to receive first aid or for the Pre-school to seek further medical attention should it be necessary. Signed Date
Any comments on restrictions, eg religious grounds, food	

Sun Protection

I agree to ensure that my child is adequately protected from the sun by sending them in suitable clothing and applying sun cream **before** sending them to pre-school.

Signed Date

Head Lice

We are not allowed to carry out head lice inspections without consent of parents. Could you therefore sign the consent form below which will save us time and allow us to call in our Health Visitor to deal with any problem, should it arise. Please be assured that it will be dealt with in a sympathetic and confidential way.

I agree for my child as named above to have a head inspection if and when necessary.

Signed Date

Email correspondence

During the course of your child's stay at Greenwood, there are a number of instances when the manager or committee circulate information and correspondence to all parents/carers. To reduce our printing costs and also be more environmentally friendly, it would be desirable to send this information/correspondence to parents/carers via email. If this is acceptable and convenient, please provide us below with your email address. This will only be used by the Greenwood Pre-school for internal correspondence and will **NOT** be passed onto any other bodies/organisations.

Parents/carers email address

Signed Date

Funding and Tapestry – An Online Learning Journal

Dear Parents,

Your child will be eligible for Government funding from the start of the term following their third birthday. In order for Greenwood to be registered with the scheme, and to fulfil criteria laid down by Ofsted, it is a requirement that we have sight of your child's birth certificate and that records are kept of your child by various means of observation. These observations enable us to plan and provide activities to meet the needs of your child.

We have chosen to use an online system of recording your child's learning at Greenwood. Tapestry is a website which can be accessed on a computer or laptop, and also on any Apple or Android device such as a tablet or smartphone. We have chosen this company because they are a secure and also exciting way of keeping track of your child's development and their time with us.

Instead of using the old paper book style way of recording, we will be able to instantly upload photos, videos and observations of your children. You are then emailed to alert you that something new has been added to your child's Learning Journal and can log on and view what your child has been up to. A massive advantage of this system is that you can instantly add your own comments to entries, and can show your child's online book to members of the family.

The safeguarding of our children is very important to us. Everything that is added to Tapestry will be added to our school account and can only be viewed by school staff that use the system, and also yourself, using your own log on. You will only have access to your child's own book and this cannot be seen by other parents. Also, it is crucial that you do not share photos or videos from your child's book on social media or through other online platforms. Any incidents where this confidentiality is broken will be dealt with very seriously and will result in your access to the system being withdrawn.

We are very excited about introducing this system to Greenwood and would like you to find out more about it too. On the back of this letter you will find some Frequently Asked Questions about the system. I would also like to signpost you to Tapestry's website where you will find lots of information and videos: <http://eyfs.info/tapestry-info/introduction>

Attached to this letter is a permission and information slip to allow us to set up a Tapestry account for your child. Please sign and return it as soon as possible along with a copy of your child's birth certificate. You will be given your account details during the first two weeks of next term.

If you have any further questions please do not hesitate to contact me.

Kind regards

Emma Harte
Manager

Frequently Asked Questions

Why use an online system?

Hand writing observations, printing out photos, cutting out and sticking all of these into a paper book is very time consuming. By taking photos and videos that can be instantly uploaded this increases the time that staff can spend with your children, supporting their learning.

We were also impressed with the way in which parents can instantly see what their child has been up to and can also share it with family members such as grandparents.

How do I get onto the system?

If you consent to us using Tapestry for your child, school will set up an account for you and provide you with log on details.

Tapestry can be accessed online at: <http://eyfs.info/tapestry-info/introduction>

It is available as a free app from the Apple Store and also on Android devices.

We will ask you to provide us with an email address so that we can set you up a personal account. This will be a secure way of logging in, and you will only be able to see your own child's book.

I don't have a computer, laptop, tablet or smartphone. How can I access Tapestry?

If you are unable to access the Internet on any device at home, then you will still be able to access your child's book by arranging a mutually convenient time with your child's key person to come into pre-school. You will be provided with access to your child's account and support if needed.

I am not very confident with computers or the Internet. How can I access Tapestry?

One of the reasons for us choosing Tapestry was ease of use. It is a very easy system to use, but should you have any problems, a member of the Early Years Team will be happy to support you.

Why do you need my email address?

Your email address is required in order to set you up with access to your child's account. It is to ensure security on the site and also so that we can email you when a new entry has been added for your child.

Tapestry – An Online Learning Journal
Permission Slip

Child's Name: _____

- I do/ do not give permission for an online Tapestry Learning Journey to be created and maintained for my child.
- I do/ do not give permission for my child's photo to appear in any group photos used in Learning Journeys.
- I agree not to electronically share, by social media or other platforms, any part of my child's Learning Journey.

The email address I wish to use for my Tapestry account is (please write in capitals):

Please use _____ (first and surname) as my
username.

I attach a copy of my child's birth certificate for your records.

Parent/Carer signature: _____

Date: _____

Please return this slip to Greenwood as soon as possible.

Dear Parent/Carer

When your child commences at Greenwood Pre-school they will be allocated to a key person. This is an adult who, during your child's time at Greenwood, comes to know your child very well. The key person will be the adult responsible for specifically observing your child, noting their achievements and planning for their next stage of development.

The key person should be your first point of contact, although should you have any questions or queries you are always very welcome to speak with myself regarding your child.

As part of the observations it would be very helpful if you could complete the attached form with your child. Completion of the form will give staff a better understanding of your child and the interests they may have.

At Greenwood, we understand that all children grow and develop in different ways and are at various stages of development within each area of learning.

Formal parent meetings will be offered to parents/carers within a child's first term and then again at regular intervals during your child's time at Greenwood. These are a more formal time for you to view your child's 'Learning Journey', however please do not feel you have to wait for these appointments to look at the file or discuss any issues.

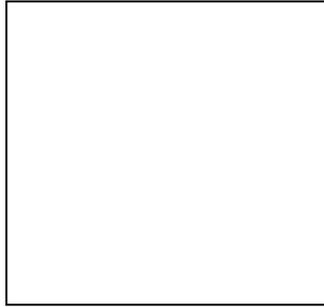
We welcome parental input into your child's 'Learning Journey'. This might be in the form of photographs, certificates of achievement in activities such as swimming or ballet; parental observations within the home ranging from sleeping through the night to eating with a knife and fork. The key person will show you where the 'Learning Journey' is kept and you are very welcome to access it at any time.

Yours faithfully

Emma Harte
Manager
The Greenwood Pre-school

All about me

My name is _____. This is a photo of me at home.



My family call me...

(family name or nicknames)

At pre-school I would like to use the name...

In my family the grown-ups are called...

At home I like doing.....

I don't like, or I am frightened of...

My favourite toy is...

These are special words I use at home...

Words for toilet, comforter, grandparents etc.

When I am upset to make me feel better I like..

At home we speak these languages...

The one I use at home is

I already know these children in the group...

I am most looking forward to

My favourite story is.....

POLICIES AND PROCEDURES

Please sign below to confirm that you have been provided with details of The Greenwood Pre-school's policies and procedures, including the Information Sharing procedures and understand that there may be circumstances where information is shared with other professionals or agencies without your consent.

Thank you

(Please sign and return the slip below, keeping the above for your records)

.....

I/We have read and understood the policies and procedures for The Greenwood Pre-school, including the Information Sharing procedures and understand that there may be circumstances where information is shared with other professionals or agencies without your consent.

Signed

Print Name

Date

As you are aware, we use photographs of the children to record evidence in their Learning Journeys. We may also use these images as part of our displays and sometimes in other printed publications. In the next few weeks, I would like to update the Pre-school website and include photographs of children taking part in activities and playing.

If we use photographs of individual children, we will not use the name of that child in the accompanying text or photo caption. If we name a pupil in the text, we will not use a photograph of that child to accompany the article. If a child has won an award and the parent would like the name of their child to accompany their picture, we will obtain permission from the parent before using the image.

From time to time, our pre-school may be visited by the media who will take photographs or film footage of a high-profile event. Children may appear in those images, which will sometimes be published in local or national newspapers, or on approved websites.

To comply with the Data Protection Act 1988, we need your permission before we can photograph or make any recordings of your child. Please answer the questions below, then sign and date the form where shown and return the completed for the Pre-school.

Please circle your answer

I give permission for my child's photograph to be used within Pre-school for display purposes. Yes / No

I give permission for my child's image to be used in Learning Journeys belonging to other children (both paper and electrical) Yes / No

I give permission for my child's photograph to be used in other printed publications. Yes / No

I give permission for my child's image to be used on our website. Yes / No

I give permission for my child's image to be used on social media. Yes / No

I give permission for my child to appear in the media. Yes / No

I have read and understood the conditions of use on the back of this form.

Parent/ guardian signature: _____ Date: _____

Please print name: _____

Conditions of use

This form is valid indefinitely from the date you sign it.

We will not re-use any photographs or recordings a year after your child leaves the Pre-school. Historic photographs will remain on our school website.

We will not use the personal details or full names (which means first and surname) of any child or adult in a photographic image or video, on our website, social media or in any of our other printed publications.

If we use photographs of individual pupils, we will not use the name of that child in the accompanying text or photo caption.

If we name a pupil in the text, we will not use an individual photograph of that child to accompany the article.

We may include pictures of pupils and staff that have been drawn by the pupils.

We may use group photographs or footage with very general labels,

We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately.

Websites and social media platforms can be viewed throughout the world and not just in the United Kingdom where UK law applies.

Appendix A

Safeguarding referral details

Contact	Telephone Number
Designated Leading Safeguarding Practitioner: Katie Bull	<u>0118 9797580</u>
Designated management team officer: Emma Harte	<u>0118 9797580</u>
LA Safeguarding Contact/LADO (Local Area Designated Officer)	(0118) 974 6141 Email: LADO@wokingham.gcsx.gov.uk
The Early Help Hub (Children's Safeguarding & Social Care Team)	(0118) 908 8002 Email: triage@wokingham.gcsx.gov.uk
Emergency Duty Team – out of office hours	(01344) 786 543
Thames Valley Police	101 enquiry line
NSPCC 24 Hour Helpline	NSPCC 24 Hour Helpline 0808 800 5000

Appendix B

List of poisonous plants & flowers for parents' information

Laburnum: are small deciduous trees with bright yellow pea-shaped flowers. The flowers are highly toxic if ingested.

Yew: small evergreen trees or shrubs of rounded habit, with dark-green needle leaves and fleshy red berry-like seedpods (on the female plants). Most parts, but especially the seeds are highly toxic if ingested.

Holly : deciduous or evergreen bushes and trees with often spiny leaves, small flowers and berries. The berries can cause stomach upset.

Oleander: evergreen shrub clusters of funnel-shaped flowers, followed by long, bean-like seed-pods. The whole plant is highly toxic and skin contact with the foliage can irritate.

Ivy: evergreen climbing shrubs, with small flowers and often black berries. All parts can cause stomach upsets and skin contact with foliage can irritate.

Common Box: evergreen shrub or small tree with clusters of small yellow flowers and pale green or brown berry-like fruit. All parts can cause stomach upset and skin contact with foliage can irritate.

Privet: either deciduous or evergreen bush or small tree, often used as hedging around gardens. Small flowers in spring or summer, and dark berries in the autumn. All parts can cause stomach upset if eaten.

Horse Chestnut: deciduous tree which produces the conkers we all like to play with. The conkers though are toxic and can cause stomach upset. Not to be confused with the rather similar looking edible chestnuts!

Rhododendron also known as Azalea: deciduous or evergreen shrubs, often grown in borders or as flowering specimens due to the large number of beautiful flowers. The whole plant is toxic and can cause stomach upsets and even difficulty breathing and comas if ingested.

Lily of the Valley: beautiful dark green plants with white bell-shaped flowers, often seen growing wild in woodland. The whole plant is highly toxic if ingested.

Daffodil: the stems but especially the bulbs can cause stomach upset.

Foxglove: the whole plant including flower is highly toxic and can affect the cardiovascular system as well as the gastrointestinal system.

Hyacinth: as with the daffodil, the bulb can cause stomach upset and generally affect the gastrointestinal system. Note that the **blue bell** are also in the same family.

Buttercup: the milky-white juice in the stems of the buttercup can cause damage to the gastrointestinal system and also irritate the skin.

Iris: the whole plant can cause stomach upset and discomfort, but the tubers in particular affect the gastrointestinal system.

Deadly Nightshade: the whole plant is very toxic.

Poisonous Parts of Fruit and Vegetables

Apple: the seeds/pips are toxic, containing cyanide.

Apricot: the kernel, which looks a bit like an almond, also contains cyanide, and children have died as a result of eating a few of them.

Rhubarb: while the stems are used for all sorts from jam to wine, the leaves are highly toxic.

Potato: unripe or even green potatoes are toxic, as is the foliage. Hence the need to store potatoes in the dark and cut out any parts which are green before cooking.

Tomato: the unripe fruit of the tomato plant can cause stomach problems, while the stems and foliage often irritate the skin.

Strawberry: a number of people develop allergic reactions to strawberries.

Brassilica: these are vegetables such as cabbage, kale, brussel sprouts, etc. A number of people find them indigestible and develop allergic reactions to them.

Appendix C

EMERGENCY EVACUATION PROCEDURE FOR STAFF & VISITORS

On hearing the emergency alarm:-

1. Remain calm and proceed to the fire exit door at the rear of the building.
2. If this door is not available the front door should be used for evacuation purposes.
3. The member of staff nearest the fire exit will open the fire exit doors and position herself there while gathering any children in immediate vicinity.
4. Manager/Session Supervisor to collect the register (if easily accessible) and double-check the number of children present from the blackboard.
5. Remaining members of staff to take children to the exit door.
6. Manager/Session Supervisor to lead the children out of the fire exit doors and follow the route to the **fire assembly point in the Junior Playground or school field.**
7. Disabled persons will be assisted to a point of safety (if applicable).
8. One member of staff to remain at the back of the children to ensure that the toilets, home corner and quiet room are clear before leaving.
9. Manager/Session Supervisor to allocate a member of staff to telephone the Fire Brigade.
10. Once assembled the register and headcount taken to ensure that all children, visitors and staff are accounted for.

DO NOT RE-ENTER THE BUILDING

DO NOT STOP TO COLLECT PERSONAL BELONGINGS

DO NOT RESET THE FIRE ALARM

Appendix D

EMERGENCY EVACUATION PROCEDURE FOR STAFF & VISITORS

On discovering a fire:-

1. Remain calm. Raise the alarm (Shout Fire-Fire-Fire - operate nearest fire alarm call point).
2. Attack the fire with nearest (and appropriate) extinguisher but without personal risk.
3. Proceed to the fire exit at the rear of the building.
4. If this door is not available the front door should be used for evacuation purposes.
5. The member of staff nearest the fire exit will open the fire exit doors and position herself there while gathering any children in immediate vicinity.
6. Manager/Session Supervisor to collect the register (if easily accessible) and double-check the number of children present from the blackboard.
7. Remaining members of staff to take children to the exit door.
8. Manager/Session Supervisor to lead the children out of the fire exit doors and follow the route to the **fire assembly point in the Junior Playground or school field.**
9. Disabled persons will be assisted to a point of safety (if applicable).
10. One member of staff to remain at the back of the children to ensure that the toilets, home corner and quiet room are clear before leaving.
11. Manager/Session Supervisor to allocate a member of staff to telephone the Fire Brigade.
12. Once assembled the register and headcount taken to ensure that all children, visitors and staff are accounted for.

DO NOT RE-ENTER THE BUILDING

DO NOT STOP TO COLLECT PERSONAL BELONGINGS

DO NOT RESET THE FIRE ALARM

Appendix E

OFSTED INSPECTION

November 2017

Greenwood Pre-school was inspected by OFSTED at the middle of the Autumn Term 2017.

Groups such as Greenwood are graded in the following way:-

Grade 1 Outstanding – this aspect of the provision is highly effective in meeting the needs of all children exceptionally well

Grade 2 Good – this aspect of the provision is effective in delivering provision that meets the needs of all children well

Grade 3 Requires improvement – this aspect of the provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage

Grade 4 Inadequate – this aspect of the provision requires significant improvement and/or enforcement action.

OFSTED observe and question staff, parents and children, they gather evidence in a variety of different ways and then make a judgement on how effective the group is in the areas below and then award a grade.

The quality and standards of the early years provision:

This inspection:	Grade 2 Good
Previous inspection (21.11.2014):	Grade 2 Good
How well the early years provision meets the needs of the range of children who attend	Grade 2 Good
The contribution of the early years provision to the well-being of children	Grade 2 Good
The effectiveness of the leadership and management of the early years provision	Grade 2 Good

It is expected that Greenwood will be re-inspected in approximately three years time.

If you would like a full copy of this report please speak to Emma Harte, Manager.

APPENDIX F

Details of the allergen content of the snacks we provide at Greenwood

Snack food	Allergens present
Apples – fresh	None
Bananas – fresh	None
Oranges/satsumas/clementines – fresh	None
Carrots – fresh	None
Pears – fresh	None
Cucumber – fresh	None
Tomatoes – fresh	None
Strawberries – fresh	None
Grapes – fresh	None
Raisins	None
Dried mixed fruit (tropical)	Sulphates
Bread sticks	Lupin (gluten), (may contain traces of nuts, sesame seeds, egg, milk)
Cream crackers	Lupin (gluten), (may contain traces of nuts & sesame seeds)
Bread	Lupin (gluten), soya
Croissants	Lupin (gluten), soya, milk
Flora margarine	Milk
Crumpets	Lupin (gluten)
Pitta breads	Lupin (gluten)
Rice cakes	(May contain nuts & sesame seeds)
Birthday cakes	Eggs, lupin (gluten) & milk
Milk (to drink)	Milk

Any cooking ingredients for themed activities will be notified to parents beforehand either verbally or in writing (dependent on activity).

**Pre-school Learning Alliance
Model Pre-school Constitution 2011**



1.0 Name

- 1.1 The name of the pre-school is The Greenwood Pre-school and is referred to in this Constitution as "the Pre-school". The Pre-school is a body in membership of the Pre-school Learning Alliance.

2.0 Aims

- 2.1 The aims of the Pre-school are to enhance the development and education of children primarily under statutory school age by encouraging parents to understand and provide for the needs of their children through community groups and by:
- (a) offering appropriate play, education and care facilities, family learning and extended hours groups, together with the right of parents to take responsibility for and to become involved in the activities of such groups, ensuring that such groups offer opportunities for all children whatever their race, culture, religion, means or ability;
 - (b) encouraging the study of the needs of such children and their families and promoting public interest in and recognition of such needs in the local areas;
 - (c) instigating and adhering to and furthering the aims and objects of the Pre-school Learning Alliance.

3.0 Powers

- 3.1 To further its aims the Pre-school has the following powers:
- (a) to provide accommodation and equipment;
 - (b) to raise money to pay for the Pre-school's activities;
 - (c) to make such payments as shall be necessary;
 - (d) to fix and collect the fees payable in respect of children attending groups run by the Pre-school;
 - (e) subject to adherence with all applicable legislation, to control the admission of children to the groups run by the pre-school and if appropriate, require parents or guardians to withdraw them;
 - (f) as a member of the Pre-school Learning Alliance to send an accredited representative to vote at local Branch and/or County meetings and to the national Annual General Meeting of the Pre-school Learning Alliance;
 - (g) to borrow money and to charge the whole or any part of the property of the Pre-school as security for any money borrowed subject to complying with the provisions of sections 38 and 39 of the Charities Act 1993 if it is proposed to mortgage land;
 - (h) to hire or acquire assets of any kind;

- (i) to buy, lease or rent any land or buildings and to maintain and equip it for the use of the Pre-school;
- (j) to sell, lease or otherwise dispose of all or any part of the Pre-school's property subject to complying with the provisions of sections 36 and 37 of the Charities Act 1993;
- (k) to set aside funds for special purposes or as reserves against future expenditure;
- (l) to maintain and pay for membership of the Pre-school Learning Alliance;
- (m) to insure the property and assets of the Pre-school against any foreseeable risk and to take out other insurance policies to protect the Pre-school as required;
- (n) to provide indemnity insurance to cover the liability of the Committee members which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default, breach of trust or breach of duty of which they may be guilty in relation to the Pre-school provided that any such insurance shall not extend to any claim arising from any act or omission which the Committee members knew to be a breach of trust or breach of duty or which was committed by the Committee members in reckless disregard to whether it was a breach of trust or breach of duty or not provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Committee members in their capacity as Committee members of the Pre-school;
- (o) to employ such paid and unpaid staff, agents and advisors as maybe required from time to time;
- (p) to do any other lawful things which are necessary or desirable to enable the Pre-school to achieve its aims.

4.0 Membership

4.1 Membership of the Pre-school is divided into two kinds:

- (a) **Family Membership**
Parents or guardians of all children who attend any group run by the Pre-school wishing to support the aims of the Pre-school. Each family holding Family Membership will count as one Member of the Pre-school and will be entitled to one vote at any General Meetings of Members of the Pre-school.
- (b) **Affiliate Membership**
Affiliate Membership is open to those individuals, organisations or other bodies interested in supporting the aims of the Pre-school. Affiliate Members may join at any time with the agreement of the Committee, but they will not be entitled to become an Affiliate Member until the Pre-school shall have received the subscription (if any) set by the Committee. An Affiliate Member will be entitled to one vote at any General Meetings of the Members of the Pre-school.

4.2 Membership of the Pre-school will cease if the Member concerned:

- (a) gives written notice of resignation to the Pre-school;
- (b) dies or in the case of an organisation ceases to exist;
- (c) fails to pay their membership subscription (if any), or in the case of Family Members fails to pay their Pre-school fees, within two months from the date on which it is due, in which case the Member will cease to be a Member with effect from the date on which the period of two months expires;

- (d) in the case of a Family Member the end of the last term in which any child or children of the Family Member attended any group run by the Pre-school;
- (e) is removed from membership by a resolution passed by a majority of the members of the Committee on the grounds that they have acted in a way which brings the Pre-school into disrepute or has failed to abide by the rules of the Constitution. Before the Committee decides whether to remove the Member, the Committee will give the member written notice of the misconduct or failure alleged to have occurred. The Member will have not less than 14 days in which to submit a written response to the notice. The Committee will have regard to this written response before making the final decision on whether or not to terminate their membership.
- (f) is an Affiliate Member whose membership is not renewed within 12 months of the date the subscription (if any) pertaining to their membership was set and received by the Committee.

4.3 Membership of the Pre-school is not transferable.

4.4 Individual membership status may change if the Member's circumstances change during the year from a Family Member to an Affiliate Member.

5.0 The Committee

5.1 The overall management and control of the Pre-school will rest with the individual members of the Pre-school's management committee ("the Committee"). As well as being responsible for the management of the Pre-school the Committee members are also the charity trustees of the Pre-school.

5.2 The minimum number of Committee members shall be 5 and the maximum shall be 12, together with up to a further 3 co-opted members. The Committee shall consist of:

- (a) a Chair, a Treasurer and a Secretary ("the Officers"); and
- (b) not less than 2 nor more than 9 other elected Members; and
- (c) if the Committee decides it can co-opt up to 3 further Members on to the Committee at any time after the AGM.

5.3 Not less than 60 per cent of the Committee members, including co-opted members, shall at the time of election or co-option be Family Members. In the event that this 60 per cent figure cannot be achieved, the Pre-school may elect Affiliate Members to make up the balance of the Committee subject to the Affiliate Members being approved by the Pre-school Learning Alliance.

5.4 Where an individual is elected as a Committee member it is that individual who is the Committee member and charity trustee and no other individual with whom they share Family Membership or Affiliate Membership shall be entitled to stand in their place at Committee meetings or have any other rights as a Committee member.

5.5 (a) The Committee members in 5.2(a) and 5.2(b) shall be elected for one year at the Annual General Meeting. Retiring Committee members are eligible for re-election unless they have already served on the Committee in any capacity for ten consecutive years.

- (b) Co-opted members in 5.2(c) may join at any time on the invitation of the Committee but shall retire at the next Annual General Meeting. No co-opted member shall serve for more than six consecutive years.

- (c) In the event of the death or resignation of an elected Committee member, the vacancy shall be filled until the next Annual General Meeting by a Family Member or an Affiliate Member appointed by the Committee.
- 5.6 All Committee members will have one vote each at Committee meetings. In the event of a tie the Chair of the Committee has a second or casting vote.
- 5.7 A quorum for Committee meetings is not less than half the Committee, including any two of the Officers.
- 5.8 All Members shall be eligible to stand for election to the Committee, except ordinarily a Member who is a paid employee of the Pre-school. A Member who is a paid employee of the Pre-school may however be eligible for election to the Committee subject to the following conditions being satisfied:
- a) No Committee member may be paid for services provided to the Pre-school that form part of their duties as a Committee member and trustee of the Pre-school;
 - b) Any services which are provided by a Member who is a paid employee to the Pre-school must be the subject of a written agreement between the individual and the Pre-school on such terms as are considered by the Committee to be in the interests of the Pre-school and have been approved by a resolution of the Committee;
 - c) The amount of the remuneration for such services are what is reasonable in the circumstances and do not exceed the amount that is customarily paid by the Pre-school to other persons who are not Committee members for such services; and
 - d) Not more than a minority of Committee members may at any time be the subject of such arrangements with the Pre-school and no such Committee members shall vote on or sit in any Committee meeting at which any matters concerning any such agreement relating to the provision of their services to the Pre-school is considered by the Committee.
- 5.9 Not less than two weeks before the date of the next Annual General Meeting of the Pre-school at which the election of elected Committee members will take place each Member shall be sent a form which any Member wishing to stand as a candidate for election to the Committee must complete and return to the Secretary to indicate their willingness to act as a member of the Committee if elected.
- 5.10 At the Annual General Meeting the prospective new elected members of the Committee will be those candidates receiving the highest number of votes from the Members, up to a maximum of 12 elected Committee members in total. Candidates will need to notify their willingness to stand on the Committee to the Secretary.
- 5.11 At the first Committee meeting following the Annual General Meeting at which the newly elected members of the Committee are elected they shall choose from amongst their number the members who will act as Chair, Treasurer and Secretary.
- 5.12 The term of office of any Committee member will automatically cease:
- (a) if he or she is not re-elected or re-appointed in accordance with the provisions of this clause 5;
 - (b) if they are disqualified under the Charities Acts from acting as a charity trustee;
 - (c) if they are incapable whether mentally or physically of managing his or her own affairs;
 - (d) if they resign (but only if at least 5 other elected members of the Committee will remain in office);

- (e) if they are removed from the Committee by a resolution passed by a majority of the members of the Committee on the grounds that they have acted in a way which brings or is likely to bring the Pre-school into disrepute or he/she has failed to abide by the rules of the Constitution. Before the Committee decides whether to remove the Committee member, the Committee will give him/her written notice of the misconduct or failure alleged to have occurred. The Committee member will have not less than 14 days in which to submit a written response to the notice. The Committee will have regard to this written response before making the final decision on whether or not to remove him/her from the Committee.

6.0 Proceedings of the Committee

- 6.1 The Committee shall hold at least 2 meetings each year unless the Committee shall decide by simple majority to hold a further meeting or meetings.
- 6.2 Every issue considered at Committee meetings may be determined by a simple majority of the votes cast at the meeting. A written resolution signed by all members of the Committee is as valid as a resolution passed in a meeting.
- 6.3 A Committee member must absent himself or herself from any discussions of the Committee in which it is possible that a conflict of interest may arise between his or her duty to act solely in the interest of the Pre-school and any personal interest (including but not limited to any personal financial interest) which the Committee member may have in the matter under consideration and take no part in any vote on the matter.

7.0 General Meetings

- 7.1 The Pre-school shall in each calendar year hold a general meeting as its Annual General Meeting, in addition to any other general meetings in that year and shall specify the meeting as such in the notice calling it. The Annual General Meeting in each year shall be held at such time and place as the Committee shall decide. All General Meetings other than the Annual General Meeting shall be Extraordinary General Meetings.
- 7.2 Each Annual General Meeting will be chaired by the Chair or in his/her absence another member of the Committee and which shall:
 - (a) receive the accounts of the Pre-school for the previous financial year;
 - (b) receive an annual report from the Committee;
 - (c) elect the new members of the Committee;
 - (d) transact any other business properly put to the meeting.
- 7.3 An Extraordinary General Meeting may be called at any time at the request of the Committee or not less than one quarter of the Members:
 - (a) The Secretary or Chair shall send notice of the date, time and place of each Annual General Meeting and any Extraordinary General Meeting, with a list of items to be discussed, to all Members at least two weeks before the date of the meeting.
 - (b) If the Committee do not call an Extraordinary General Meeting within two months of a proper request to do so, any Member may call the meeting by putting up a notice in a conspicuous place where the group meets at least two weeks before the meeting.

- 7.4 The quorum for a General Meeting shall be 10% of the Members or 5 Members, whichever is the greater. If fewer attend, a new meeting must be called at a time and place determined by the Committee. If at the adjourned meeting a quorum is again not present 1 hour after the time appointed for the meeting then the Members present shall constitute a quorum.
- 7.5 Proposals may be put to a General Meeting of the Pre-school by the Committee or any Member.
- 7.6 All proposals put to the vote at General Meetings shall be decided by a simple majority of votes cast, except proposals to amend this Constitution or to dissolve the Pre-school which shall require not less than two thirds of the Members present at the meeting to vote in favour.
- 7.7 No amendments may be made to this Constitution without the prior approval of the Pre-school Learning Alliance and where any amendment is to the aims of the Pre-school set out in paragraph 2.1 or to dissolution under paragraph 11; or which would authorise any financial benefit to be received by trustees or to this paragraph 7.7 this shall not take effect without the prior written consent of the Charity Commission. (In this paragraph a 'financial benefit' means a benefit, direct or indirect, which is either money or has a monetary value.)
- 7.8 A copy of any resolution amending this Constitution must be sent to the Charity Commission within 21 days of it being passed.

8.0 Property

- 8.1 If the Pre-school acquires an interest in any property, either as a freehold, lease or licence of any land or buildings, then this property interest will be held by individuals appointed by the Committee to act as holding trustees of the property on behalf of the Pre-school. These holding trustees may be members of the Committee, Members of the Pre-school, Member of staff or any other persons which the Committee may appoint. A holding trustee need not be a Member of the Pre-school. The holding trustees are not charity trustees and appointment as a holding trustee will not of itself make a holding trustee either a Committee Member or Member of the Pre-school. Where holding trustees are required to hold property on behalf of the Pre-school then there shall not be less than 2 or more than 4 of them appointed by the Committee at any time.

- 8.2 Holding trustees will hold office until:

- (a) death; or
- (b) retirement with the consent of the remaining holding trustees; or
- (c) removal by a resolution of the Committee; or
- (d) removal by operation of the law

but no retirement or removal shall be effective unless there will be at least two remaining holding trustees.

- 8.3 In the absence of fraud or wilful default the holding trustees are entitled to be indemnified out of the Pre-school's assets against any risks or expenses incurred by them in the exercise of their duty as holding trustees for the Pre-school.
- 8.4 The Committee may convene a meeting with the holding trustees at any time and shall do so within one month of receiving a request for such a meeting from a majority of the holding trustees acting for the Pre-school, provided that the subject matter of any meeting will be limited to discussing matters relating to the property held by the holding trustees for the Pre-school and its management.

9.0 Finance and Accounts

9.1 The Committee will ensure that the Pre-school complies with the requirements of the Charities Acts as to the keeping of financial records, the auditing of accounts and the preparation and transmission to the Charity Commission of:

- (a) annual reports;
- (b) annual returns; and
- (c) annual statements of account.

9.2 The accounting records shall, in particular, contain:

- (a) entries showing from day to day all monies received and expended and the matters in respect of which the receipts and expenditures took place; and
- (b) a record of the assets held and any monies owed by the Pre-school.

9.3 At each meeting of the Committee the Treasurer shall normally present an up to date written statement of accounts to the Committee.

9.4 All accounting records relating to the Pre-school shall be available for inspection by any member of the Committee at any reasonable time during normal office hours and may be available for inspection by Members at the discretion of the Committee.

9.5 The Pre-school may open one or more bank accounts. All bank accounts will be in the name of the Pre-school.

9.6 Cheques and orders for payment of money from these accounts shall normally be signed by two designated persons, one of whom shall be an Officer. Where the Pre-school is not subject to any conditions of a grant which requires two signatories, the Committee may decide to allow cheques and orders for small amounts set by the Committee to be signed by a single signatory. A duplicate of all bank statements should normally be sent to the Chair.

9.7 The Committee may resolve to set aside income as a reserve against future expenditure but only in accordance with a written reserves policy.

10.0 Minutes

10.1 The Committee will keep minutes of all proceedings at all meetings of the Pre-school and of the Committee. The minutes shall record:

- a) the names of everyone present at the meeting;
- b) the decisions made at the meetings;
- c) where appropriate, the reasons for and any actions arising from the decisions; and
- d) any other material details regarding the meeting.

11.0 Dissolution

11.1 If the Committee resolves that the aims of the Pre-school can no longer be fulfilled, the Committee will convene an Extraordinary General Meeting of the Pre-school to consider the winding up and dissolution of the Pre-school.

- 11.2 If the Extraordinary General Meeting referred to in paragraph 11.1 decides by a two thirds majority of the Members present and voting that the Pre-school should be wound up the Committee in consultation with the Pre-school Learning Alliance shall transfer all of the assets of the Pre-school (subject to the satisfaction of all debts and liabilities of the Pre-school) in accordance with paragraph 11.4.
- 11.3 If at the Extraordinary General Meeting a quorum is not present within 1 hour of the time appointed for the meeting then the meeting will be adjourned to the same day of the next following week at the same time and place. If at the adjourned meeting a quorum is again not present within 1 hour of the time appointed for the meeting then the Members present shall constitute a quorum
- 11.4 If the Pre-school is wound up or dissolved and after all of its debts and liabilities have been satisfied there remains any property or assets these shall not be paid or distributed amongst the Members of the Pre-school but shall be applied in one or more of the following ways:
- (a) transferred to the Pre-school Learning Alliance or, with the agreement of the Pre-school Learning Alliance, to another pre-school established as a charity whose governing instrument prohibits the distribution of income and property to an extent at least as great as is imposed on the Pre-school and whose objects are similar to those of the Pre-school; or
 - (b) in such other manner consistent with the charitable status of the Pre-school as the Pre-school Learning Alliance and the Charity Commission have approved in writing in advance.

12.0 Indemnity

- 12.1 Subject to the provisions of the Charities Acts, every member of the Committee shall be indemnified out of the assets of the Pre-school against any liability incurred by him/her in defending any proceedings, whether civil or criminal, in which judgement is given in his/her favour or in which he/she is acquitted or in connection with any application in which relief is granted to him/her by the court from liability for negligence, default, breach of duty or breach of trust in relation to the affairs of the Pre-school.

Pre-school Learning Alliance Membership Number 22726

This constitution was approved by the members of (pre-school name):

The Greenwood Pre-school

at a General meeting held on Wednesday 11th May 2016

Signed (Chair) K Davies

Signed (Secretary) Jaura Farmer

Pre-school Learning Alliance
The Fitzpatrick Building
188 York Way
London N7 9AD
Tel: 020 7697 2595
Fax: 020 7700 0319
Email: info@pre-school.org.uk



APPENDIX B

Police Station
Rectory Road
Wokingham
RG40 1DU

PARKING PROBLEMS --GREENWOOD GROVE

Dear Parent,

As you may already be aware there have been considerable parking problems in Greenwood Grove when dropping off or collecting children from school. We continue to receive complaints of obstruction and inconsiderate parking during these times. The congestion is such, that should an emergency arise, the necessary vehicles would be unable to gain access to Greenwood Grove.

I ask that where possible alternative methods of conveying your children to school be adopted in order to reduce this congestion i.e. on foot, bicycle, or car sharing. Where the use of the car is necessary please try to park away from Greenwood Grove itself.

Due to the complaints received the situation will be monitored, and the appropriate action will be taken where offences are disclosed.

Thankyou for your co-operation in this matter.

Ian Powell
Police Constable 1587

If you come to Pre-school by car, parking or turning in the school grounds is not permitted under any circumstances. Please park in Greenwood Grove or Watmore Lane alongside the kerb but not on the zig-zags or across the residents' driveways. Please note that there is no smoking on the school premises and dogs are not allowed.

APPENDIX I

The Greenwood Pre-school Privacy Notice

How we use children's information

This notice explains when we collect personal data, what we use it for, who we share it with and your rights.

The categories of children's information that we collect, hold and share include:

- Personal information: Surnames, forenames, titles, addresses, postcodes, dates of birth, national insurance numbers and national asylum seekers numbers, telephone numbers, work details, emergency contact details, family details, childminder details, parents unique taxpayer reference (UTR) (only applicable to parents claiming the 30 hours free childcare).
- Characteristics: ethnicity, language, nationality, early years funding entitlement – of both the child and/or his/her parents
- Attendance information: sessions attended, number of absences and absence reasons
- Medical information: medication, pre-existing medical conditions, care plans
- Information about their learning and development: observations made by staff members, tracking, reports by other professionals (with parental consent), examples of children's work, photographs of children (please confirm in writing, at any time, to withdraw consent for images taken).

Why we collect and use this information

We use the child data:

- To contact parents/legal guardians or emergency contacts
- To support their learning and development
- To plan appropriate learning and development opportunities for them
- To manage any special educational, health or medical needs of children at the setting
- To enable us to fulfil requirements of grant funding applied for in respect of your child (3 and 4 year old early education entitlements)
- To monitor and report on their progress to parents/legal guardians
- To provide appropriate care and learning/development opportunities
- To assess the quality of our provision
- To process parents/guardians claims for up to 30 hours free childcare (only where applicable)
- To comply with the law regarding data sharing

The lawful basis on which we use this information

We collect and use children's information under the Childcare Act 2006, in line with the Early Years Foundation Stage (2017) and the Working Together to Safeguard Children document (2015).

Collecting children's information

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with Data Protection law, we will always inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

We hold most pupil data for seven years. Medication and accident reports are kept for longer according to legal requirements.

Who we share your child's information with

We routinely share children's information with:

- The school that your child will attend after leaving us (see *Transfer of records to school policy*)
- Our local authority (usually anonymised unless there is a specific need for identification to be maintained, eg for a referral to a specific service, to claim free entitlement funding)
- The Department for Education (DfE)
- Health Visitors

Why we share children's information

We do not share information about children attending our setting without consent unless the law allows us to do so. This will be set out in our policies.

We share children's data with the Department for Education (DfE) via the Local Authority. This data sharing underpins setting funding and our obligations, and under the Early Years Foundation Stage (EYFS) and related moderation processes.

The Local Authority has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether it releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- Who is requesting the data
- The purpose for which it is required
- The level and sensitivity of data requested: and
- The arrangements in place to store and handle the data

To be granted access to information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

To view the Wokingham Early Years Privacy Notice, please see <http://www.wokingham.gov.uk/EasySiteWeb/GatewayLink.aspx?allid=457441>.

Requesting access to your personal data

Under data protection legislation, parents and children have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's learning and development record, contact Emma Harte, the Manager.

You also have the right to:

- Object to processing of personal data that is likely to cause, or is causing, damage or distress
- Prevent processing for the purpose of direct marketing (we do not currently use data for this means, and have no plans to)
- Object to decisions being taken by automated means (we do not currently make decisions by automated means, nor do we have plans to)
- In certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- Claim compensation for damages caused by a breach of the Data Protection principles

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact Emma Harte, Manager.

November 2020

APPENDIX J

Term Dates 2020/21

Spring Term 2021

Monday 4th January INSET Day

Tuesday 5th January – Friday 12th February 2021

Half Term: Monday 15th February – Friday 19th February 2021

Monday 22nd February - Wednesday 31st March 2021

INSET Day Thursday 1st April

Bank Holiday: Friday 2nd April

Bank Holiday: Monday 5th April

Easter Holiday: Monday 5th April 2020 – Friday 16th April 2021

Summer Term Dates TBC

PLEASE NOTE THESE DATES MAY BE SUBJECT TO MINOR CHANGES. IF ANY CHANGES ARE MADE PARENTS WILL BE NOTIFIED OF AMENDMENTS