

ADMINISTRATION

1.1 Admissions

Policy Statement

It is our intention to make Ramsbury Pre-School accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to Ramsbury Pre-School through open, fair and clearly communicated procedures.

Procedures

- We ensure that the existence of Ramsbury Pre-School is widely advertised in places accessible to all sections of the community.
- We ensure that information about Ramsbury Pre-School is accessible, in written and spoken form and, where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through British Sign Language. We will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.
- We arrange our waiting list in birth order. In addition our policy may take into account the following:
 - the vicinity of the home to Ramsbury Pre-School; and
 - siblings already attending Ramsbury Pre-School.
 - We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe Ramsbury Pre-School and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe Ramsbury Pre-School and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- We describe Ramsbury Pre-School and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of Ramsbury Pre-School.
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our Equal Opportunities Policy widely known.
- We consult with families about the opening times of Ramsbury Pre-School to ensure we accommodate a broad range of family need.

- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.

1.2 Fees and Billing

Policy Statement

Ramsbury Pre-School is a charity and its remit is to offer quality childcare at affordable prices. As such Ramsbury Pre-School works hard to keep costs low whilst maintaining high educational and safe guarding levels. Ramsbury Pre-School also endeavours to accommodate all the Local and central government requirements in order to access all funding options for parents.

Procedure

- Bills are prepared each term after the Free Entitlement Forms have been collated.
- Bills are passed to parent/carers just after the half term break.
- Parent/carers are given two weeks or until the end of the month to pay, whichever is greater.
- Payments details are on invoices. Bills can be paid by:
 - Cash
 - Cheque
 - Bacs
 - Childcare vouchers

There are no facilities currently to pay with a credit card.

- Parent/carers that fall into arrears will be contacted by email, phone or in person to try and achieve a payment solution.
- Parents who are persistently in arrears will have all services other than the Free Entitlement Hours restricted until their account is cleared.

Parent/carers who find that they struggle to meet the fees due to change in circumstances are offered to apply for the Hardship Fund. This is a simple application form available from the Head, accounts personnel or Chair, stating the applicant's issues. It is considered confidentially by the Ramsbury Pre-School Committee and management. All applications are dealt with in the strictest confidence. All decisions are at the discretion of the Committee.

1.2.1 Registration Deposit

At Ramsbury Pre-School we ask for a registration deposit as a commitment to starting with us. This is £25. We use this fee to pay for:

- the pupil's license for Tapestry our online Learning Journey software that parents can access.
- Flash drive to store and keep the Journey when the child leaves Ramsbury Pre-School.
- Ramsbury Pre-School tote bag for the children's belongings.
- Administration time for registering and setting up a new pupil in our comprehensive records for medical, emergency, communication, SEN and learning development.

Parent/carers can request a refund on their bill if they feel they cannot or do not wish to contribute to these costs.

1.2.2 Ramsbury Pre-School Fees

Our current fees are:

RISE & SHINE (8-9am) £5.25

1 SESSION (9-12pm or 12-2.45pm) 2 YRS £18.00

1 SESSION (9-12pm or 12-2.45pm) 3+4 YRS £15.75

LUNCH CLUB (12-1pm) £5.25 A packed lunch must be supplied by parents/carers

AFTER SCHOOL CLUB (3-6pm) 2 hours £10.50, 3 hours £15.75

MORNING SNACK 0.50P

Breakfast £1

Cooked dinner £2.50

1.2.3 Government Free Entitlement Funding 2 yr Olds

We support applications from children who are entitled to the Free Entitlement Funding for 2yr Olds. Parent/carers should apply to their local authority for funding confirmation directly. On receiving approval for their funding they may apply to us for the next available spaces as suits the child's needs. Please be aware that as a Pre-School certain sessions may not suit a very young child. The Head will consult with the parents after assessing the child's needs as to the choice of sessions available.

We use the additional income from the slightly higher rate that the Local Government pays us for Funded 2yr Olds to pay for:

- The registration costs, so no registration fee is taken from parent/carers unless the parent/carer offers it.
- Snack fees.
- Fees for events or school trips.
- Additional support that a child may require e.g. speech and language, SEN, behaviour assessments and support activities.

In practice parent/carers will not be issued a bill unless they have chosen to add additional sessions or clubs to the child's timetable

1.2.4 Government Free Entitlement Funding 3+ yrs

We support applications from children who are eligible for the Free Entitlement Funding for 3 and 4 yr olds. Parent/carers can apply for up to 15 hours per week through Pre-School at the beginning of each term. Staff and the accounts personnel can offer advice and support throughout the process.

Each session at pre-school be it morning or afternoon is counted as 3 hours.

If a child attends a full day 9-2.45, that is 2 sessions, which equals 6 hours.

At pre-school parent/carers can receive, for free, up to 5 sessions per week, per term.

If a child claims hours at another provider they can still claim hours with Ramsbury Pre-School. The maximum that can be claimed across the two providers added together is 15 hours. The minimum hours that can be claimed at an individual setting are 2.5 hrs. If a child does more sessions with us than they have funding for they will be charged for the unfunded hours at our standard rates.

Accounts can be contacted on : accounts@ramsburypreschool.org.uk the accounts department works part time and may not be available during all the pre-school's opening hours. However a member of staff will be able to speak to parents/carers on 01672 520901 during opening hours, unless the pre-school is on a walk, visit or school trip.

1.2.5 Government 30 Hours Free Childcare – Extended Entitlement

From September 1st 2017 the government is offering 15 additional hours of free funding. This is available to parents/carers who meet the eligibility criteria please see the government website for current details:

<https://childcare-support.tax.service.gov.uk/par/app/extendedentitlement>

Ramsbury Pre-School has also agreed to honour these additional free hours and parents/carers who have applied through the governments website for an eligibility code can then use it to access the extra hours through the standard free funding hours process at the beginning of each term.

1.2.6 Early Years Pupil Premium (EYPP)

The government currently offers a small premium (currently 53p) to childcare providers for hours delivered to children that meet the requirement for the Early Years Pupil Premium. For current eligibility criteria please see the link below:

<http://www.wiltshire.gov.uk/child-care-early-years-pupil-premium>

This funding can be applied for by parent/carers through the standard free funding hours process at the beginning of each term. It is paid directly to Ramsbury Pre-School. The Ramsbury Preschool uses this premium to pay for:

- Snack fee for eligible children
- Participation fees for curriculum enrichment activities e.g tennis lessons, visitors, school trips.
- Curriculum development for the eligible children including activities and staff training to support children's individual needs.

1.2.7 Disability Access Fund

The government has recently introduced an annual payment to childcare providers that are delivering the majority of care to a child in receipt of Disability Living Allowance. Parents/carers can choose which provider can receive this by claiming it on the Free Entitlement Funding Form given out at the beginning of term.

At Ramsbury Pre-School we use this extra funding to support the child's experience at pre-school through these ways:

- Curriculum adaption and development to suit the child.
- Additional equipment to improve their learning objectives or physical access to pre-school and its learning and play opportunities.
- Specialist staff training.
- Co-operative working/training/planning with the child's external support services.

1.3 Fundraising

Policy Statement

Ramsbury Pre-School is a registered charity. To supplement its low fees Ramsbury Pre-School raises money and receives donations in a number of ways:

- Ramsbury Pre-School organises events and activities e.g fun days and sponsored walks.
- Ramsbury Pre-School supports community organised events for example the Ramsbury Boundary Walk, The Ramsbury Run. The organisers sometimes offer a 'thank you' donation to Ramsbury Pre-School for its contribution and efforts.
- Applications for grants.
- Donations from individuals.

Ramsbury Pre-School spends all donated and raised monies on:

- Equipment for the Pre-School.
- Updating and improving facilities.
- Offering extra-curricular activities.

When parents/carers are asked to volunteer or donate to an event, Ramsbury Pre-School's staff and Committee work to consult with parents/carers at least once a year as to what their children would additionally benefit from in Pre-School. All parents/carers are invited to join the fundraising teams to have input into the methods of fundraising and the resulting acquisitions.

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019



CHILD CARE PRACTICE

2.1 The role of the key person 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, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, 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 Ramsbury Pre-School and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make Ramsbury Pre-School 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.

Procedures

- All parents are contacted before their child starts at Pre-School and is given the name of who their child's key person will be.
- All the names and photographs of all staff and their key children is displayed in the main Pre-School area to ensure parents/carers are secure in identifying their key person if unfamiliar with Ramsbury Pre-School.
- The key person is responsible for settling the child into Pre-School, where possible.
- The key person works with the parents/carers and other staff to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and can have links with other carers involved with the child, such as a childminder or other setting, and co-ordinates the sharing of appropriate information about the child's development with those carers when in the best interests of the child.
- A key person is responsible for developmental records including The Tapestry online learning Journey software 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 at Ramsbury Pre-School and at home.
- In the absence of the child's key person parents/carers can speak to any other staff member for information about their child.

Settling-in

- Before a child starts to attend Ramsbury Pre-School, we offer a variety of ways to provide his/her parents with information. These include written information (including our prospectus, welcome pack, policies and website), telephone and email conversations, displays about activities the children at Pre-School have done, open days and evenings, visits while Pre-School is open and individual meetings with parents.
- Before a child is due to start, we invite the child and his/her parents to visit Ramsbury Pre-School preferably more than once.
- All Staff introduce themselves, welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to discuss any specific needs of their child and the key person or Head ensures all the relevant registration information (use of images, tapestry agreement, medical needs) are completed.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into Ramsbury Pre-School.
- We have an expectation that the parent, carer or close relative, will work with us to stage an introduction to Pre-School that best settles their child.
- Younger children may take longer to settle in, as may 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.
- We judge a child to be settled when they have formed a relationship with a member of staff; for example the child looks for the member of staff when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from Ramsbury Pre-School.
- We reserve the right not to accept a child Ramsbury Pre-School without a parent or carer if the child finds it too distressing to be left.
- We use Tapestry an online Learning Journey which enables parents to track their child's progress at Pre-School this will include, written, photographic and video evidence, and to add developments from home to form a comprehensive picture of the child.

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019

EMPLOYMENT



3.1 Employment and staffing

(Including vetting, contingency plans, training and development)

Policy Statement

We provide a staffing ratio in line with the Welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the Disclosure and Barring Service, in accordance with statutory requirements.

Procedures

Ratios

- To meet this aim we use the following ratios of adult to children:
 - children aged two years of age: 1 adult : 4 children; and
 - children aged three to four years of age: 1 adult : 8 children.
- A minimum of two staff/adults are on duty at any one time.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in Ramsbury Pre-School. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular fortnightly staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- At least one member of the interview panel will have attended safer recruitment training and will ensure any recruitment of staff is in accordance to the guidelines.
- All staff have job descriptions which set out their staff 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 marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced DBS checks through the Disclosure and Barring service for staff who will have unsupervised access to children. This is

in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.

- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.

Changes to staff

- We inform Ofsted of any changes in the person responsible for Ramsbury Pre-School via the EY3 form or by contacting Ofsted directly via the telephone.

Training and staff development

- All senior staff have level 3 qualifications or higher.
- Our head and deputy hold are qualified teachers and a minimum of half of our staff hold the CACHE Level 2 Certificate in Pre-school Practice or an equivalent or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through Wiltshire Council and external agencies. Annually, the DSDL (Designated Safeguarding Lead) will lead safeguarding training to update and ensure staff remain aware of all aspects of safeguarding. Staff review their safeguarding training annually through the Educare safeguarding online courses.
- Ramsbury Pre-School budget allocates resources to training identified in responses from one to one discussions with staff, supporting all staff's professional development.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan and a job description.
- We support the work of our staff by holding regular 1:1 discussions, termly observations and annual appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Managing staff absences and contingency plans for emergencies

- Our staff take their holiday breaks when Ramsbury Pre-School is closed, out of term time.
- Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the head with sufficient notice.
- Where 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 contract of employment.
- We have contingency plans to cover staff absences, as follows:

1. Where possible, absences are covered by remaining staff. If that is not possible committee members may be required to help or we will alternatively use cover provided through outside agencies.

Staff benefits

- Members of staff who have satisfactorily completed their probation period can apply to the committee for a discount of up to 25% on session fees over and above the government funded hours for their own children attending Ramsbury Pre-School. This discount will not apply to charges for extras such as snacks, activity fees, uniforms or school trips, etc.
- All staff benefits are at the committee's discretion. If the benefit is currently being offered to one member of staff it will be open to all eligible members of staff.

EMPLOYMENT

3.2 Induction of staff, volunteers and managers



Policy Statement

We provide an induction for all staff, volunteers and managers in order to fully brief them about Ramsbury Pre-School, 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 staff and volunteers including management committee members. A familiarising with the building, health and safety and fire procedures, code of conduct.
 - Ensuring our policies and procedures have been read and are carried out.
 - Introduction to parents, especially-parents of allocated key children where appropriate
 - Familiarising them with confidential information where applicable in relation to any key children and the signing of the confidentiality policy.
 - Details of the tasks and daily routines to be completed.
- The induction period lasts two weeks. The manager inducts new staff and volunteers. The chairperson or senior manager 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.

EMPLOYMENT

3.3 Student placements

Policy Statement

Ramsbury Pre-School recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. 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 Ofsted and have DBS checks carried out.
- We require schools placing students under the age of 17 years with Ramsbury Pre-School 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 Ramsbury Pre-School on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by Ramsbury Pre-School may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers. This is displayed in the entrance area.
- We require students to adhere to Ramsbury Pre-School confidentiality 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 Ramsbury Pre-School 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 Ramsbury Pre-School.
- 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
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019



EQUALITY OF OPPORTUNITY

4.1 Valuing diversity and promoting equality

Policy statement

We will ensure that Pre-School is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Ramsbury Pre-School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of Ramsbury Pre-School.

Procedures

Admissions

- Ramsbury Pre-School is open to all members of the community.
- 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.
- Our admissions policy is based on a registration list, on a first come first served. When sessions are full alternative sessions are offered where available.

- We ensure that all parents are made aware of our equal opportunities policy through our website and hard copies in Pre-School.
- We do not discriminate against a child or their family, or prevent entry to Ramsbury Pre-School, on the basis of gender, colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to Ramsbury Pre-School for reason relating to disability.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by Ramsbury Pre-School and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged blind 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 checks by the Criminal Records Bureau and Disclosure and Barring Service.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor and revise where needed our application process to ensure that it is constantly fair and accessible.

Training

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

Curriculum

- The curriculum offered in Ramsbury Pre-School encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

- Our environment is as accessible as possible for all visitors and service users. If access to Ramsbury Pre-School is found to treat any child or adult less favourably then we make reasonable adjustments to accommodate their needs. We do this by:
 - making children feel valued and good about themselves;
 - ensuring that children have equality of access to learning;
 - undertaking an access audit to establish if Ramsbury Pre-School is accessible to all children; making adjustments to the environment where possible and resources to accommodate any current learning, physical and sensory impairments;
 - making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
 - positively reflecting the widest possible range of communities in the choice of resources; avoiding stereotypes or derogatory images in the selection of books or other visual materials;
 - celebrating a wide range of festivals;
 - creating an environment of mutual respect and tolerance;
 - differentiating the curriculum to meet children's special educational needs;
 - helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
 - ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
 - ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and

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 Ramsbury Pre-School.
- We encourage parents/carers to take part in the life of Ramsbury Pre-School and to contribute fully. For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support. We offer free access to Ramsbury Pre-School for Funded Two Year Olds waiving snack charges. The Committee offers grants for fees for those in need to ensure access for all if they receive a written request from a suitable claimant.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met including where necessary becoming a gluten and nut free Pre-School.

- We help children to learn about a range of food and cultures 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 Ramsbury Pre-School can be.
- Information about meetings is communicated in a variety of ways written, verbal, email and website - to ensure that all parents have information about and access to the meetings.

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them annually or sooner if circumstances affecting them change or in response to staff training, to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Legal framework

The Equality Act 2010

Children Act 1989 & 2004

Special Educational Needs and Disability Act 2001

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019

EQUALITY OF OPPORTUNITY

4.2 Supporting children with special educational needs

Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

We have regard for the DfES Special Educational Needs Code of Practice (2014). We ensure our provision is inclusive to all children with special educational needs. We support parents and children with special educational needs (SEN).

We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.

We work in partnership with parents and other agencies in meeting individual children's needs. We 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 his/her name to parents. Our SENCo is: PATRICIA PRIDDING
- We ensure that the provision for children with special educational needs is the responsibility of all staff.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- To ensure needs are identified early and appropriate provision has been put in place we use the graduated approach system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs and their other care providers where applicable to create and maintain a positive partnership for the benefit of the child.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support through the 'Early Help' provision.

We liaise with other professionals involved with children with special educational needs and their families, including My Plan meetings, CAF meetings and transfer arrangements to other settings and schools.

- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.

- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children this could be through a My plan, a My support plan, Inclusion support, statutory assessment, a Health and Care Plan (EHC plan).
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs which is stored in the office.
- We provide resources (human and financial) to implement our Special Educational Needs Policy. We will seek support from the Council or other bodies to help provide the best resources for the children.
- We raise awareness of any specialism within Ramsbury Pre-School, e.g. Makaton and BLAST trained staff. We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education 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 or more often when necessary.

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EQUALITY OF OPPORTUNITY

4.3 Achieving positive behaviour

Policy statement

Ramsbury Pre-School believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Procedures

- We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. Our named person is Cheryl Orford. However, all staff are aware of the procedures and codes for encouraging positive behaviour and consistently implement this as part of daily routines.
- We require the named person to:
 - keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support; access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and
 - check that all staff have relevant in-service training on promoting positive behaviour and disseminate any relevant information to the staff at staff meetings. Ensure that the procedures for dealing with behaviour management are delivered consistently by all members of the Pre-School staff. A record of staff attendance at these in service training is recorded in our staff development folder.
- We provide a visual reminder to all children in the setting of the three 'Golden Rules' to ensure everyone remains happy and safe at Ramsbury Pre-School. These 'Golden Rules' are displayed in the carpet area and staff refer to these when required to promote and model positive behaviour.
- We operate a visual reminder for 'Making the right choices' at Pre-School through using the image of a sun, thinking cloud and storm cloud. The children (targeted more for the older children in the setting) are encouraged to think about making the right choices and if they are involved in an incident e.g. hurt/upset another child, deliberately damage other peoples properties etc the staff will take the children to a quiet area and talk about how the other child is feeling and remind them that everyone at Pre-School wants to be happy like the sun. If the behaviour persists the child will be discreetly moved to the thinking cloud. Parents are kept informed of any incidents

- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's 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 informed about their children's behaviour through the Tapestry online learning journey or if an incident occurs in Pre-School a member of staff will either speak to parents in a discreet manner at Pre-School or call them at home during the day to make them aware of the situation. 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. Where necessary (persistent behavioural issues) through partnership with the parents we will implement a behaviour plan for the child when they are in the setting.

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 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 ensure that there are enough popular toys and resources and sufficient-activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns. The children are supported through the use of a sand timer to learn how to wait for their turn when required.
- We acknowledge considerate 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
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- 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 use physical restraint, such as holding, only 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 the manager and are recorded in the child's personal file. The child's parent is informed on the same day.
- 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 inconsiderate behaviour.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play and fantasy aggression

- Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.
- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

- We take hurtful behaviour very serious although children under the age of five will at some stage do or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without recognition of the feelings of the person whom they have hurt.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding. We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry and sad."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs — this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

- We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.
- A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.
- Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children; we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour; we do not label children who bully as bullies;

- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019

HEALTH AND SAFETY

5.1 Risk assessment

Policy statement

Ramsbury Pre-School believes that the health and safety of children is of paramount importance. We make Ramsbury Pre-School 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.

Our processes follow five steps as follows:

Identification of risk: Where is it and what is it?

Who is at risk: staff, children, parents/carers, visitors

Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.

Control measures to reduce/eliminate risk: What will we need to do, or ensure others will do, in order to reduce that risk?

Monitoring and review: How do we know if what we have said is working, or is thorough enough? If it is not working, how can we amend it to work better.

Procedures

- Our risk assessment process covers adults and children and includes:
 - checking for and noting hazards and risks indoors and outside, and in our premises and for activities on a daily basis;
 - 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.
 - we have pictorial risks for the children that have been recognised and developed in conjunction with the children for our regular activities e.g. village walks.
 - We conduct a daily risk assessment before the session begins covering both inside and outside. Any additional risks are identified from the activities on offer during each particular day including the level of risk and what we can do to limit the impact.
 - We conduct a full risk assessment termly noting any areas that need addressing or any risks that may have arisen as part of the daily risk assessments which are then fed into our maintenance plan and addressed by our bursar.

- A detailed risk assessment is carried out for any activities outside of Ramsbury Pre-School detailing the level of risk, who is at risk, control measures, staff and children present, staff who are first aid trained, and the time, location of the activity.

Legal framework

Management of Health and Safety at Work Regulations 1992

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019

HEALTH AND SAFETY

5.2 Health and safety general standards

Policy statement

Ramsbury Pre-School believes that the health and safety of children is of paramount importance. We make Ramsbury Pre-School a safe and healthy place for children, parents/carers, staff and volunteers.

We aim to make children, parents/carers and staff 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:

Ella Cooper

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 kitchen.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on the wall.

Procedures

Awareness raising

- Our induction training for staff and volunteers 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 (COSHH).
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Any applicable health and safety issues are explained to the parents/carers of new children so that they understand the part played by these issues in the daily life of Ramsbury Pre-School.
- As necessary, all staff receive health and safety annual training pertinent to our setting, and health and safety is discussed regularly at staff meetings.
- We operate a no smoking policy.
- Children are made aware of health and safety issues through discussions, pictorial risk board, planned activities and routines.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment. The store rooms ensure that staff do not have to undertake heavy lifting.
- When adults need to reach up to store equipment they are provided with safe equipment to do so. In the event of a LED light failing and needing replacing the bursar will contact our electrician to complete this.
- All warning signs are clear.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- We keep a record of all substances that may be hazardous to health (COSHH) - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored. We keep all cleaning chemicals in their original containers. These are all securely stored in our cleaning cupboard.

Windows/ doors

- Low level windows in the building or play structures are made from materials that prevent accidental breakage or are made safe.
- All glass doors have vision spots to ensure all persons know they are there.
- Intruder alarm systems on all doors to alert the named person. This will only be activated when the Pre-School is closed.

Electrical/gas equipment/ heating

- All electrical/gas equipment conforms to safety requirements and is checked regularly, annually. Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Electric sockets, wires and leads are properly guarded and the children are taught not to touch them through pictorial signs.
- Underfloor heating is present so no risk to children.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.
- A room thermometer is present to identify if the room becomes too hot or too cold.

Storage

- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

- Our outdoor area is securely fenced with a 1.8-metre-high fence.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides
- Where water can form a pool, it is emptied before children start playing outside unless the water forms part of the play activity e.g. mud kitchen, car wash.
- Our outdoor sand pit is covered when not in use and is cleaned regularly. All outdoor activities are supervised at all times.

Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority 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 Ramsbury Pre-School which includes the main play hall, kitchen, entrance area, quiet room toilets and nappy changing equipment.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- There are separate sinks for cleaning, washing paint/crafts, food preparation and hand washing. To prevent contamination.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
 - cleaning toilets regularly;
 - wearing protective clothing - such as disposable gloves - as appropriate; providing sets of clean clothes;
 - providing tissues and wipes; and
 - ensuring individual use of towels.
 - cleaning tables between activities;

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children.
- The layout of play equipment allows adults and children to move safely and freely between activities.

- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised and children are encouraged to challenge themselves in the supportive, safe environment.
- Children are taught to handle and store tools safely.
- On the rare occasion of a sleeping child they are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide, the routines we follow and in the images we display.
- Large pieces of equipment are discarded only with the consent of the head and the chairperson.

Legal Framework

Health and Safety at Work Act (1974)

Management of Health and Safety at Work Regulations 1992 Electricity at Work Regulations 1989

Control of Substances Hazardous to Health Regulations(COSHH) (2002)

Manual Handling Operations Regulations 1992 (as amended) Health and Safety (Display Screen Equipment) Regulations 1992

<p>This policy was adopted at a meeting of Ramsbury Pre-School Committee Held on April 2018 Date to be reviewed April 2019</p>
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HEALTH AND SAFETY

5.3 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 person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our local Fire Officer.

Procedures

The basis of fire safety is risk assessment. These are carried out by a 'competent person' (CP Fire consultants).

- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms, heat detectors and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer. Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and
 - practised regularly at least once every six weeks.
 - The fire alarm is tested weekly the systems serviced twice a year.
- Records are kept of fire drills and the servicing of fire safety equipment.
- Emergency evacuation procedure
 - A whistle is blown to alert the children, adults (staff, parents and carers) that there is an emergency. This is different to the usual signal for gaining the children's attention.
 - Fire exits are clearly labelled and the children are all made aware of these during circle times and exits are practised during fire drills.
 - The manager or in her absence the deputy will lead the children from Ramsbury Pre-School through the nearest available fire exit that is safe. If only two members of staff present, the remaining member of staff checks the Pre-School, for any children who may still be on the premises, closing windows and doors. If more than two members of staff one will remain to check the premises and the remainder will follow the children to the meeting point in front of the Church.
 - The daily register (with emergency contact details attached) is taken by the manager/deputy and this will be taken when all the children are in the meeting point in front of the church. Staff will also be accounted for at this time.

- In the event of a fire the manager or deputy calls the fire services using the hands free Pre-School telephone, or mobile phone.
- Parents will be contacted by telephone by the manager or deputy from the emergency contact list which is attached to the register.
- Following a fire drill the following information is recorded:
 - Date and time of the drill.
 - How long it took.
 - 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 www.opsi.gov.uk/si/si2005120051541.htm

Further guidance

Fire Safety Risk Assessment - Educational Premises (HMG 2006)

www.communities.gov.uk/publications/fire/firesafetyrisk6

<p>This policy was adopted at a meeting of Ramsbury Pre-School Committee Held on April 2017 Date to be reviewed April 2018</p>
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HEALTH AND SAFETY

5.4 Recording and reporting of accidents and incidents

(including procedure for reporting to HSE, RIDDOR)

Policy Statement

We follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (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 safely and accessibly;
- is accessible to all staff and volunteers who know how to complete it and is reviewed at least half termly to identify any potential or actual hazards.
- Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.
- When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

Dealing with incidents

- We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:
 - any accident to a member of staff requiring treatment by a general practitioner or hospital; and 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.
- Any dangerous occurrence is recorded in our incident book. See below.
- Information for reporting the incident to Health and Safety Officer is detailed in the Pre-school Learning Alliance's Accident Record publication.

Our incident book

- We have ready access to telephone numbers for emergency services, including local police. We rent premises and ensure we have access to the person responsible for the building and its utilities and that there is a shared procedure for dealing with emergencies.

- We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.
- These incidents include:
 - break in, burglary, theft of personal or the setting's property;
 - an intruder gaining unauthorised access to the premises;
 - fire, flood, gas leak or electrical failure;
 - attack on member of staff or parent on the premises or nearby;
 - any racist incident involving staff or family on the centre's premises;
 - death of a child, and
 - a terrorist attack, or threat of one.
- 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, should also be recorded.
- In the unlikely 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 Policy will be followed. The incident is recorded when the threat is averted.
- In the unlikely event of a child dying on the premises, through any means, 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)

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019

HEALTH AND SAFETY

5.6 Food hygiene

(Including procedure for reporting food poisoning)

Policy statement

At Ramsbury Pre-School we provide and/or serve food for children on the following basis:

- Snacks (including breakfast, morning and afternoon).
- Special occasions and parties.
- After school club cooked meal

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

Procedures

All Staff are responsible for food preparation and understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it is a business. This is set out in Safer Food Better Business. The basis for this is as a risk assessment applying to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.

- All staff follow the guidelines of Safer Food Better Business.
- All staff who prepare snacks have an in-date Food Hygiene Certificate.
- We are registered with WCC Environmental Health team who regularly check the suitability, facilities and food preparation procedures.
- We carry out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See Safer Food Better Business.)
- We use reliable suppliers for the food we purchase.
- 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.
- Packed lunches are stored in the cool inside store area; un-refrigerated food is served to children within 4 hours of arriving at Pre-School.
- Food preparation areas are cleaned before use as well as 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 in the cleaning cupboard. 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
 - staff and children who take part in cooking activities wear an apron
 - 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 Ramsbury Pre-School, the Head will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- Any confirmed cases of food poisoning affecting two or more children looked after on the premises are notified to Ofsted as soon as reasonably practicable, and always within 14 days of the incident.

Legal Framework

Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019



PARTNERSHIP

6.1 Parental involvement

Policy Statement

At Ramsbury Pre-School we believe that children benefit most from early years education and care when parents/carers and Pre-School work together in partnership.

Our aim is to support parents/carers as often we are their children's first and most important educators, by involving them in their children's education and in the full life of Ramsbury Pre-School. We also aim to support parents in their role where possible.

Some parents/carers may visit Pre-School less e.g working parents or parents who live apart from their children but who still play a part in their lives. In carrying out the following procedures, we will ensure 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 and adoptive parents.

('Parental responsibility' is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.

Procedures

- We use several means to ensure all parents/carers are included in the child's development and time at Ramsbury Pre-School. Communication is through weekly letters and emails, all parents/carers are entitled to receive these communications and our registration form makes this clear. We also have online access to the children's Learning Journeys and all parents/carers can complete an application form for individual login details. We consult with parents to find out what works best for them. If parents do not have access to the internet within the home the key person or manager ensures they have access regularly by using the Pre-Schools IT equipment (the parent will never be left unattended whilst logged on to the internet using Pre-School iPads).
- We ensure on-going dialogue either through informal chats at the beginning or end of the day or in more formal, pre-arranged meetings with parents/carers. This enables us to improve our knowledge of the needs of their children and to support their families.
- We inform all parents/carers about how Ramsbury Pre-School is run and its policies through access to written information, through regular informal communication and invitations to join the Ramsbury Pre-School Committee or attend events organised by or at Ramsbury Pre-School. We check to ensure parents/carers understand the information that is given to them.
- We encourage and support parents/carers to play an active part in the governance and management of Ramsbury Pre-School through the Committee. Free training is available from the Council for officer roles as well.
- We inform all parents/carers on a regular basis about their children's progress this includes online access to the child's Learning Journey and also open evenings and afternoons where key persons are available to talk to them about their child.
- We involve parents/carers in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's online developmental records. We provide opportunities for parents/carers to contribute their own skills, knowledge and interests to the activities at Pre-School.
- We inform parents about relevant conferences, workshops and training and local services.
- We offer parents/carers a selection of times for meetings to avoid excluding anyone.

- We provide information about opportunities to be involved in Ramsbury Pre-School in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents/carers, in whatever form these may take.
- We inform all parents/carers of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- As part of our reflective practice we carry out annual online and written parents/carers surveys asking for feedback on the experience they receive, areas of strength, areas to focus upon etc. These are then fed back into our SEF and Development plan.
- We produce a weekly newsletter informing parents/carers of the next week's curriculum, important dates of specific information relating to the weeks proceedings.

In compliance with the Welfare Requirements, the following documentation is in place:

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

<p>This policy was adopted at a meeting of Ramsbury Pre-School Committee Held on April 2018 Date to be reviewed April 2019</p>
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PARTNERSHIP

6.2 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.

Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing Protocol, Safeguarding Children procedures and the Special Educational Needs Procedures.
- 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 and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting when in Ramsbury Pre-School and do not have access to any other child(ren) during their visit. Our staff do not casually share information about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents/carers. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.
- The Head meets termly with the head and Reception teacher of Ramsbury Primary school to share good practice, plan for transition of children from Ramsbury Pre-School to Ramsbury Primary school and offer professional support for Ramsbury Pre-School staff where relevant.

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019

PROMOTING HEALTH AND HYGIENE

7.1 Animals in the setting

Policy Statement

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

Procedures

Animals in the setting as pets.

We regularly have an African Land Snail visit us on the premises at Pre-School and follow these procedures in caring for it and promoting health and hygiene:

- At Ramsbury Pre-school we take account of the views of parents and children when selecting an animal or creature to keep as a pet in the setting.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- We ensure appropriate food is given.
- Children are taught correct handling and care of the animal or creature and are supervised. Children wash their hands after handling the animal or creature and do not have contact animal soil or soiled bedding.
- Staff wear disposable gloves when cleaning housing or handling soiled bedding.

Occasionally we have animals or creatures brought in by visitors to show the children. On these occasions they are the responsibility of the owner.

- The owner will carry out a risk assessment with the Health and Safety officer, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

Visits to farms

- Before a visit to a farm a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment which should be viewed.
- The outings procedure is followed.
- Children wash their hands after contact with animals.

- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

Legal framework

The Management of Health and Safety at Work Regulations 1999

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019

PROMOTING HEALTH AND HYGIENE

7.2 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 Ramsbury Pre-School, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for children's GP's 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 whilst at Ramsbury Pre-School. 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 no adverse effect as well as to give time for the medication to take effect.

These procedures are written in line with current guidance in 'Managing Medicines in Schools and Early Years Settings; the Head is responsible for ensuring all staff understand and follow these procedures.

The Head or key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the Head or Deputy is responsible for the overseeing of administering medication.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- Only prescribed medication is administered. It must be in-date, prescribed for the current condition and for the named child.
- Emergency treatment including the administering of medication is given in life threatening situations including the calling of 999. All parents are asked to give permission for staff to follow these procedures as part of our enrolment form when they join Ramsbury Pre-School.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - full name of child and date of birth;
 - name of medication and strength;
 - who prescribed it;
 - dosage to be given in the setting;

- how the medication should be stored and expiry date;
- any possible side effects that may be expected should be noted; and
- signature, printed name of parent and date.
- The member of staff who receives the medication will inform the Head or deputy and update the Child Medication documentation. The Head/deputy will make all staff aware of the situation.
- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record to acknowledge the administration of a medicine. The form will then be stored in the child's file. The medication record records:
 - name of child;
 - name and strength of medication;
 - the date and time of dose;
 - dose given and method; and is signed by key person/manager; and is verified by parent signature at the end of the day.

Storage of medicines

- All medication is stored safely in a box in the lockable cupboard in the office. If the medicine requires refrigeration this will be stored in a plastic labelled container in the outside store fridge.
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept at Ramsbury Pre-School. Key persons check that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.
- Medicines are stored either in a locked cupboard in the office or in the outside fridge, only accessible by staff and named adults.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- 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 their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

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

- A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the Head alongside the key person. 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 Pre-School, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions 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 is 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 the child's GP's advice is sought if necessary where there are concerns.
- A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- The health care plan will include the measures to be taken in an emergency.
- The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the key person for the child 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 name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, with the details as given above. On returning to Ramsbury Pre-School 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, name of the medication. Inside the box is a copy of the consent form signed by the parent. As a precaution, children should not eat when travelling in vehicles. This procedure is read alongside the outings procedure.
- As a precaution, children should not eat when travelling in vehicles.
- This procedure is read alongside the outings procedure.

Legal framework

- The human Medicines Regulations (2012)

<p style="text-align: center;">This policy was adopted at a meeting of Ramsbury Pre-School Committee Held on April 2018 Date to be reviewed April 2019</p>
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PROMOTING HEALTH AND HYGIENE

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

(Including reporting notifiable diseases)

Policy statement

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

Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the registration medical form.
- If a child has an allergy, a risk assessment form is completed to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, gluten, 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.
- This form is kept in the child's personal file and a copy is displayed where staff can see it.
- Parents train staff in how to administer special medication in the event of an allergic reaction.
- Generally, no nuts or nut products are used within Ramsbury Pre-School. If there is a child with an allergy to wheat we will have gluten free play dough in the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Insurance requirements for children with allergies and disabilities

The insurance will automatically 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 your insurance provider must be obtained to extend the insurance.

At all times the administration of medication must be compliant with the Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given in Managing Medicines in Schools and Early Years Settings (DfES 2005)

Oral Medication

Asthma inhalers are now regarded as "oral medication" by insurers and so documents do not need to be forwarded to your insurance provider.

- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- Ramsbury Pre-School must be provided with clear written instructions on how to administer such medication.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- Ramsbury Pre-School 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 your insurance provider.

Lifesaving medication & invasive treatments

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).

- Ramsbury Pre-School 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 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 letters relating to these children must first be sent to the Pre-school Learning Alliance insurance Department for appraisal (if you have another provider, please check their procedures with them). Confirmation will then be issued in writing confirming that the insurance has been extended.

Key person for special needs children - children requiring help with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

- Prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- Key person to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.
- Copies of all letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal (if you have another provider, please check their procedures with them). Written confirmation that the insurance has been extended will be issued by return.

If you are unsure about any aspect, contact the Pre-school Learning Alliance Insurance Department on 020 7697 2585 or email membership@pre-schoolorg.uk.

Procedures for children who are sick or infectious

- If children appear unwell during the day — have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach — the Head calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, but kept away from draughts.
- Temperature is taken using a thermometer kept in the first aid box.
- In extreme cases of emergency, an ambulance will be called and the parents informed.
- Parents are asked to take their child to the doctor before returning them to Pre-School; Ramsbury Pre-School can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to Ramsbury Pre-School.
- After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.
- Ramsbury Pre-School has a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374 and includes common childhood illnesses such as measles.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.
- When Ramsbury Pre-School becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

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.
- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/slucing clothing after changing.
- Soiled clothing is rinsed and bagged for parents to collect. Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with the clinical waste.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

Nits and head lice

- Nits and head lice are not an excludable condition. Parents are regularly asked to add nit checks as part of their weekly healthcare routines.
- On identifying cases of head lice, all parents are informed via email and a notice put up in the setting and asked to treat their child and all the family if they are found to have head lice.

Further guidance

Managing Medicines in Schools and Early Years Settings (DFES 2005)

<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019

PROMOTING HEALTH AND HYGIENE

7.4 Nappy changing

Policy statement

No child is excluded from participating at Ramsbury Pre-School who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. 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 make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

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

- Key persons have a list of personalised changing times for the young children in their care who are in nappies or 'pull-ups'.
- Young children from two years should wear 'pull ups' or other types of trainer pants as soon as they are comfortable with this and their parents agree.
- Any member of staff undertakes changing children.
- The changing area is warm, clean and children are asked to climb up the steps onto the changing station and lay down on the sterilised cushion.
- Each child has their own Pre-School bag to hand with their nappies or 'pull ups' and changing wipes.
- Gloves are put on before changing starts and the areas are prepared. Paper towels are put down on the changing mat freshly for each child.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies. In addition, staff ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged 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.
- They should be encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap. Staff are gentle when changing; they avoid pulling faces and making negative comment about 'nappy contents'.
- Staff do not make inappropriate comments about young children's genitals when changing their nappies.

- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and 'pull ups' are disposed of 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. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.
- NB If young children are left in wet or soiled nappies/'pull ups' in the setting this may constitute neglect and will be a disciplinary matter. Ramsbury Pre-School has a 'duty of care' towards children's personal needs.

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019

PROMOTING HEALTH AND HYGIENE

7.5 No-smoking and Vaping

Policy statement

We comply with health and safety regulations and the Welfare Requirements of the EYFS in making Ramsbury Pre-School a no-smoking or vaping environment both indoor and outdoor.

Procedures

- All staff, parents and volunteers are made aware of our no-smoking policy.
- We display no-smoking/ vaping signs.
- The no-smoking policy is stated in our information brochure for parents.
- We actively encourage no-smoking by having information for parents and staff about where to get leaflets to-stop-smoking-if they are seeking-this-information.
- Staff who smoke/Vape do not do so during working hours.

Legal framework

The Smoke-free (Premises and Enforcement) Regulations 2006

www.opsi.gov.uk/si/si2006/20063368.htm

The Smoke-free (Signs) Regulations 2007

www.opsi.gov.uk/si/si2007/20070923.htm

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019

PROMOTING HEALTH AND HYGIENE

7.6 Food and drink

Policy statement

Ramsbury Pre-School regards snack and meal times as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. At snack times, we aim to provide nutritious food, which meets the children's individual dietary needs.

Procedures

We follow these procedures to promote healthy eating in Ramsbury Pre-School.

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies. (See the Managing Children with Allergies policy.)
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct. All allergies are listed in the kitchen area, in the office as well as on the emergency contact details held in the register and outing back pack.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date. Parents sign the up-dated record to signify that it is correct and where necessary Ramsbury Pre-School will complete a health care plan for children's specific needs.
- We display current information in the kitchen area about individual children's dietary needs so that all 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 display the menus of snacks on the notice board, on the website and within the weekly newsletter for the information of parents.
- We provide nutritious food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- 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 are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.

- We require staff to show sensitivity in providing for children's diets and allergies. Staff 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 meal and snack times so that they are social occasions in which children and staff participate e.g. through café style snack. Staff eat their lunch with the children to model behaviours.
- We use meal and snack times to help children to develop independence through making choices, serving food with tongs or spoons, and drinking and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- 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. We inform parents who provide food for their children about the storage facilities available at Ramsbury Pre-School.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For children who drink milk, we provide whole pasteurised milk.

Packed lunches

- For those children who remain at Ramsbury Pre-School for lunch, all children will bring a named packed lunch with them. We:
 - ensure perishable contents of packed lunches are kept cool or contain an ice pack to keep food cool during warm weather;
 - inform parents of our policy on healthy eating and a healthy lunchbox leaflet is given to all parents;
 - encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt or crème fraiche;
 - we discourage sweet drinks and can provide children with water or milk;
 - discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort providing support in identifying appropriate foods for their child;
 - provide information on a 'healthy lunchbox' and actively encourage parents to share ideas on balanced foods they have found to be popular with their children
 - provide children, bringing packed lunches, cutlery, plate where necessary and a bowl for disposing of rubbish; and
 - ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.

Legal Framework

Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019

PROMOTING HEALTH AND HYGIENE

7.7 First aid

Policy statement

At Ramsbury Pre-School staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. All Pre-School core staff have current paediatric first aid training. The first aid qualification includes first aid training for infants and young children.

Procedures

The First Aid Kit

- Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981
- The first aid box is easily accessible to adults and is kept out of the reach of children, being stored in the kitchen and an additional one in the office.
- No un-prescribed medication is given to children, parents or staff unless in an extreme emergency. Written permission will have previously be obtained for all children.
- At the time of admission to Ramsbury Pre-School, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Legal framework

Health and Safety (First Aid) Regulations (1981)

Further guidance

First Aid at Work: Your questions answered (HSE 1997)

www.hse.gov.uk/pubns/indg214.pdf

Basic Advice on First Aid at Work (HSE 2006)

www.hse.gov.uk/pubns/indg_347.pdf

Guidance on First Aid for Schools (DfEE)

www.teachernet.gov.uk/_doc/4421/GFAS.pdf

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019

8 SAFEGUARDING



Overview

Ramsbury Pre-School feels a great responsibility for the children in our care, their families, our staff and the wider community in which we are firmly rooted. In this section of our policies and procedures we set out how we safeguard our children and their families directly and through their data. You can find information on: how we care for our children, what we do if we believe there is a safeguarding issue, how we keep our children safe when using ICT, how we use the data that we gather from our parents, carers, children, staff, volunteers and supporters, also how a parent can access data they need, what happens when a child is lost or collected late at the end of their session, how we keep our children safe in Pre-School and on outings, and how people can make a complaint about any aspect of our service.

We have separate sections for employment policies that refer to staff and volunteers, health and safety, and risk assessments. If you do not see what you are looking for here, please do ask a member of staff who will be happy to help you locate the information you require.

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SAFEGUARDING

8.1 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 early years settings and in community life;
- confident in abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- to be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- to participate and be able to represent themselves 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 self and others;
- to develop a sense of responsibility towards self and others; and
- to 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.

<p>This policy was adopted at a meeting of Ramsbury Pre-School Committee Held on April 2018 Date to be reviewed April 2019</p>
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SAFEGUARDING

8.2 Safeguarding children and child protection

(Including managing allegations of abuse against a member of staff)

Policy statement

Ramsbury Pre-School 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. Our safeguarding policy follows clear procedures as advised by Wiltshire Safeguarding Children Board (WSCB).

Procedures

We carry out the following procedures to ensure children's safety and welfare is maintained at all times and prevents radicalisation or extremism.

- Ramsbury Pre-School is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery, both Staff and volunteers
- Our designated safeguarding lead is:

EMMA GAGEN, and my deputy safeguarding lead is – TRISH PRIDDING
- Our designated committee member who oversees this work is: SHELLY LESTER
- We ensure all staff and parents are made aware of our safeguarding policies and procedures. We provide adequate and appropriate staffing resources to meet the needs of children. Applicants for posts within Pre-School are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service before posts can be confirmed and references and ID checks will be made. All staff sign up to the updated service and the DSL checks the system termly which is noted on the central record.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Disclosure and Barring Service checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at Pre-School or has access to the children.
- Volunteers do not work unsupervised.
- We record information about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - The criminal records disclosure reference number;
 - The date the disclosure was obtained; and

➤ Details of who obtained it.

- We inform all staff 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).
- All staff and committee members subscribe to the rolling update service from the government and their DBS status is checked termly.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to Pre-School.
- We take security steps to ensure that we have control over who comes into Pre-School so that no unauthorised person has unsupervised access to the children through the use of a coded gate.
- We take steps 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.
- We allow attendees at our public performances and events e.g. The Nativity Play to take photographs and videos.
- Pre-School is committed to responding promptly and appropriately to all incidents 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' flowchart displayed in the entrance area and updated when required.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect this may be demonstrated through the-things-they say (direct or indirect disclosure); through changes in their appearance or behaviour; deterioration in their general well-being; unexplained bruising, marks or signs of possible abuse or neglect their behaviour of play; or any reason to suspect neglect or abuse outside the setting.
- Ramsbury Pre-School believes that in providing 'Early Help' as small problems emerge rather than waiting for the problem to develop provides a better outcome for children and families. Through Early Help assessments (using DART and EHCAF) staff are then able to identify services and support that will benefit the child and family. Always working collaboratively with other agencies to ensure the child and family are supported.
- Where such evidence is apparent, the member of staff makes a dated, timed and signed record of the details of the concern and discusses what to do with Pre-School Head or Deputy who is acting as the designated person. The information is stored on the child's personal file.
- We refer concerns to the MASH team (children's social care) and coordinate fully in any investigations. NB In some cases this may mean the police or another agency identified by the

Local Safeguarding Children's Board is contacted. We follow up any referrals within 48 hours or a time agreed with the MASH team and continue to review until we are satisfied that the outcome is in the best interest of the child.

- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students on work placements, young employees or young parents. Where abuse 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, but Ramsbury Pre-School 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.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives 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:
 1. Listens to the child, offers reassurance and gives assurance; does not question the child or interject; Staff using the TED approach (tell me, explain, describe) ensure that the child's voice is always heard and that they are in no way lead by the adult.
 2. Makes a written record that forms an objective record of the observation or disclosure that includes:
 - i) the date and time of the observation or the disclosure
 - ii) the exact words spoken by the child as far as possible
 - iii) the name of the person to whom the concern was reported, with 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 in the locked cupboard in the quiet room.
- The member of staff acting as designated person (Emma Gagen) is informed of the issue at the earliest opportunity, usually immediately.

Making a referral to the local authority social care team

- We follow the detailed procedures for making a referral to the MASH team, as detailed in the WSCB 'What to do if you are worried a child is being abused or neglected' flow chart.
- We keep a copy of this document in the safeguarding folder, on the office wall and one is displayed in the entrance area. We follow the detailed guidelines given.

- All members of staff are familiar with WSCB and follow the procedures for recording and reporting.

Informing parents

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events, unless we feel this may put the child in greater danger.
- We inform parents 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 is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this.
- This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

Liaison with other agencies

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for Pre-School and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing 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.
- Parents will be informed if a referral is to be made to the MASH team unless this puts the child at more risk. The DSL will follow the guidance and advice from the MASH as to whether we must inform the child's parents.

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within Pre-School, or anyone living or working on the premises occupied by Pre-School, which may include an allegation of abuse.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within Pre-School, or anyone living or working on the premises occupied by Pre-School, has abused a child. www.wiltshireLSCB.org We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within Pre-School, or anyone living or working on the premises occupied by Pre-School, may have taken, or is taking place, by first recording the details of any such alleged incident. We refer any such complaint immediately to the local authority's social care department to investigate. We also report any such

alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this. We will liaise with Designated Officer for Allegations (DOFA of formerly known as LADO) in the case of an allegation against a member of staff. We co-operate entirely with any investigation carried out by DOFA in conjunction with the police.

- Where the Pre-School committee and DOFA agree it is appropriate in the circumstances, the chair will suspend the member of staff on full pay, or the volunteer, 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.
- OFSTED would be informed of any allegation against a member of staff immediately or at least within 14 days of the allegation.
- If there is an allegation made against the manager the chair would be informed and will make a referral to DOFA and follow their advice.

Whistleblowing

- The staff of Ramsbury Pre - School understand that whistle- blowing is an important aspect of safeguarding, where staff, volunteers and students are encouraged to share genuine concerns about a colleague's behaviour. We understand that this behaviour may not be child abuse, however the adult may not be following the code of conduct or could be pushing boundaries beyond normal limits.
- We recognise that if a member of staff, volunteer or student raises concerns about a wrong doing they are protected under the Public Interest Disclosure Act 1998. The Act applies where a worker has a reasonable belief that their disclosure tends to show one or more of the following offences or breaches:
 - 1) A criminal offence,
 - 2) The breach of legal obligation,
 - 3) A miscarriage of justice,
 - 4) A danger to the environment, or
 - 5) Deliberate covering up of information tending to show any of the above.
- Ramsbury Pre-School support measures that protect whistle-blowers from any form of victimisation. We have a procedure to ensure concerns are dealt with effectively and efficiently and will do all that we can to preserve the confidentiality of the person/s who has raised a concern.
- If a member of staff, volunteer or student has a concern the procedure below should be followed:
 - 1) Raise concern with the Head (This is dependent upon the seriousness and sensitivity of the concern and who is suspected of the wrongdoing).
 - 2) Alternatively raise concerns with the Chair of Pre-School.
 - 3) If the two above are included in the complaint then directly to the Early Years team at Wiltshire Council.

4) Concerns can be verbal or written. Write your concerns down clearly and include the background, history, names, dates and places and reason for the disclosure. When raising a concern, the whistle - blower needs to demonstrate that they have an honest and reasonable suspicion that malpractice has occurred, is occurring or is likely to occur. The Head/Wiltshire Council/ Chair will respond to the concern, by carrying out an initial enquiring to decide if an investigation should take place.

- Alternatively you can call the Whistleblowing OFSTED helpline on 0300 123 3155

Radicalisation – ‘Prevent Duty’

- At the heart of Ramsbury Pre-School we promote equality, diversity and British values. Resources and activities are carefully chosen and are age appropriate which actively challenge gender, cultural and racial stereotyping. Children are encouraged to learn right from wrong, share and mix with other children and value their views and know about similarities and differences between themselves and others.
- Staff are all aware of the ‘Prevent Duty’, having completed online training and have the visual reminder in the office. They will use existing skills and will rely on the system : 1) Notice (change in behaviour) ; 2) Check (talk the to DSL and talk through what they have notices); 3) Share (with other agencies, school etc). If they become concerned that children or adults may be vulnerable to radicalisation and need to seek further information they can contact the dedicated helpline 020-7340-7264

Female Genital Mutilation (FGM)

- All staff complete online FGM training. If they suspect a child has been subjected to this, they must inform the designated safeguarding lead – Emma Gagen or the designated safeguarding lead – Trish Pridding. If necessary, the MASH team will be contacted.

Private fostering

- The law requires that Wiltshire Children Services are notified of private fostering arrangements. Any privately fostered children i.e. children under the age of 16 (or under 18 if disabled) who are cared for 28 days or more by someone who is not their parent or a close relative, that come to our attention will be referred to children’s services. Close relatives are defined as step parents, grandparents, brother, sisters, uncles or aunts (whether of full blood, half blood or by marriage)

Disciplinary action

- Where a member of staff or a volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the independent Safeguarding Authority (ISA) 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.

Ramsbury Pre-School is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children,

through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- We seek out training opportunities for all adults involved in Pre-School to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals. Staff complete online training; attend face to face training as well as participating on in-house safeguarding training lead by the DSL. The identification for training can be determined through 1-2-1 professional development, new legislation, cascading of information, observation of staff or just to refresh and make safeguarding relevant to everyday practice.
- We ensure that all staff know the procedures for reporting and recording their concerns in Pre-School. For Induction and in conjunction with www.wiltshirepathwa.c3.org, we will ensure all staff are informed and given copies of safeguarding policies/procedures/training and support. These will also be discussed at staff meetings, where the designated officer will give a report at this time.

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 visible to others. Doors will be left open between areas to ensure vision when moving between rooms.

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 that they develop an understanding of why and how to keep safe. We create within Pre-School a culture of value and respect for the individual, 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.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, 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 care worker in relation to Pre-School's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- 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

The Children Act (1989 s47)

Protection of Children Act (1999) Data Protection Act (1998)

The Children Act (Every Child Matters) (2004) Safeguarding Vulnerable Groups Act (2006)

Secondary legislation

Sexual Offences Act (2003)

Criminal Justice and Court Services Act (2000) Human Rights Act (1999)

Race Relations (Amendment) Act (2000)

Race Relations (Amendment) Act (1976) Regulations

Equalities Act (2006)

'Prevent Duty' - The Counter Terrorism and Security Act 2015

Data Protection Act (1998) Non Statutory Guidance

Working together to Safeguard Children (2015) and The Prevent duty guidance for England and Wales (2016)

Keeping children Safe in Excellence (2016)

<p>This policy was adopted at a meeting of Ramsbury Pre-School Committee Held on April 2018 Date to be reviewed April 2019</p>
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SAFEGUARDING

8.3 Looked after children

Policy statement

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

Definition of 'Looked after Children' (LAC): Children and young people 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 LAC 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 impact on their emotional well-being.

In our setting, 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 these two important concepts, attachment and resilience. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing 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 to two-year-old children in exceptional circumstances who are in care or funded. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in Pre-School will last a minimum of three months.

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 has formed a secure attachment to the carer. We expect that the placement in Pre-School will last a minimum of six weeks.

We will always offer 'stay and play' provision for a child who is two to five 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 persons for looked after children is Emma Gagen.
- Every child is allocated a key person before they start and this is no different for a looked after child. The Head ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The Head and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- Pre-School recognises the role of the local authority 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 Pre-School without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates and 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 such issues for the child as:
 - the child's emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - the child's sense of self, culture, language/s and identity — how this is to be supported; - the child's need for sociability and friendship;
 - the child's 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 Pre-School, 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's 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 Pre-School's activities that include parents, such as outings, 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 relationship with his or her key person sufficient 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 areas of learning.
- 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 Pre-School's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and Head and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Legal framework

Working together to Safeguard Children (2013)

<p>This policy was adopted at a meeting of Ramsbury Pre-School committee Held on April 2018 Date to be reviewed April 2019</p>
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SAFEGUARDING

8.4 E-Safety

Policy statement

We value the safety of every child and are committed to the careful control of electronic technology, media and communication.

We recognise that ICT, digital and mobile technology resources are now regarded as a necessary tool to support learning and teaching within education settings. They form part of an essential life skill.

Procedures

Internet access

- Children will only have access to the internet within Pre-School during specific adult lead activities; under direct adult supervision and with the parental controls enabled. In all situations internet access will be disabled before any child has access to a piece of ICT equipment.
- Members of staff will have access to the internet on our ICT equipment when working away from children, when completing observations to track children's development or outside of opening hours. Access will be limited to email and sites that are relevant to their work, projects or duties.
- If practitioners discover unsuitable sites the URL (address) and content must be reported to BT and to the South West Grid for Learning: 0845 307 7870 or email filtering@swgfl.org.uk.
- If any parent/carer of staff member feels that internet is being used inappropriately within Pre-School complaints are to be made to the Head or Chair of the Committee, where appropriate.

Email

- Pre-School will promote safe use of e-communications to other practitioners, professionals, parents/carers and business suppliers.
- All staff members will be assigned their own ramsburypreschool.org.uk email address account which they will use for all Pre-School correspondence. Any key office holding committee members who communicate with parent/carers will also be assigned their own ramsburypreschool.org.uk email address. They will be password protected but the committee and busar will retain access for monitoring and assessment should a complaint be made.
- Emails sent to an external organisation should be written carefully in the same way as a letter written on headed paper to reflect the professional nature of Ramsbury Pre-School.
- The use of online chats and social networking sites will be limited to the official Ramsbury Pre-School pages and appropriate online learning sites.

- Complaints about inappropriate e-communications written by staff or parent/carers should be made to the Head or Chair of the Committee, as appropriate. Action will be taken as per the allegations against staff policy.
- Ramsbury Pre-School expects our staff to have the right to work in a safe and supportive environment and will not accept lude, aggressive, threatening or abusive behaviour towards our staff including cyber bullying. We also will not tolerate any derogatory comments or behaviour towards our staff based on their sexuality, religion, race, physical ability or any other non-professionally related reason.

Mobile phones and smart watches

- The Pre-School has a mobile phone which contains the emergency contact information for the children and staff, and parent/carers ordinary contact information and will be used on occasions when the school is closed in an emergency, when the Pre-School are on a visit off site or when the landline phone is not able to be used.
- The Pre-School allows staff to bring in personal mobile telephones and devices for their own use. Under no circumstances does the Pre-School allow a member of staff to contact a current pupil or parent/carer using their personal device.
- Users bringing personal devices into Pre-School must ensure there is no inappropriate or illegal content on the device.
- All staff and visitors must ensure that their mobile telephones/devices are stored in the mobile phone box in the office. Staff bags should be stored away from the children in the staff office, unless requested by the Head or Deputy to move them to another appropriate location.
- Mobile phone calls may only be taken at staff breaks or when permitted by the Head for emergencies. These calls will be made away from the children in the office.
- If staff have a personal emergency they are free to use Pre-School's phone or make a personal call from their mobile away from the children in the office.
- Staff ensure that the head has up to date contact information and that staff make their families, children's schools etc. aware of emergency work telephone numbers. This is the responsibility of the individual staff member.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet place (the office) where they can use their mobile phone, where there are no children present.
- During group outings staff will take the Pre-School mobile phone with them which contains all the current parents and staff emergency details on. This will be used only in emergencies and as a port of call for any parents wishing to speak to a member of staff away from the setting.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Pre-School Head or Deputy.
- The Head or Deputy in her absence reserves the right to check the image contents of a member of staff's mobile phone should there be any cause for concern over the appropriate use of it.

- Should inappropriate material be found then our Designated Officer for Allegations (DOFA) will be contacted immediately. We will follow the guidance of the DOFA as to the appropriate measures for the staff member's disciplinary action.
- Any staff who wear a smart watch are not permitted to interact with them apart from telling the time. All internet and email access is restricted.

Cameras

- Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.
- Only the Pre-School iPads or Pre-School cameras are to be used to take any photo within Pre-School or on outings.
- Images taken on this device must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- All staff are responsible for the location of the iPads; these should be placed in the office when not in use.
- The iPads must be locked away at the end of every session in the office.
- Images taken on the iPads will be annually deleted from the iPads .
- If the technology is available, images should be downloaded on-site onto the Pre-School laptop or Head's laptop.
- Photographs will be available to members of staff (keyperson) to record in children's online learning journeys.
- Under no circumstances must cameras of any kind be taken into the bathrooms without prior consultation with the Manager or Deputy.
- If photographs need to be taken in a bathroom, i.e. photographs of the children washing their hands, then the Manager or Deputy must be asked first and staff be supervised whilst carrying out this kind of activity. At all times the camera must be placed in a prominent place where it can be seen.
- All staff will be required to read and sign this policy as part of their induction process. Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.
- Photographs of children who have left the setting will be permanently removed from all devices within 12 months of them leaving, except for certain images which are used for promotion of the preschool on our website or printed material e.g banners, the prospectus. Permissions for photographs to be used will have been secured for the children in these images.
- Photographs and recordings of children are only taken of children if there is written permission to do so (form completed upon enrolment and stored centrally in the office).

Ipads

- Ipads will only be used by children under direct adult supervision and they will use only pre-loaded apps on the device.
- Parental controls will be enabled on each device and when used by the children access to the internet will be disabled.
- The two handled ipads will be mainly used by children and the two non-handled devices will be used for taking photographs for observations and feeding into the 'Tapestry' learning journeys.
- All ipads will be locked securely in office at the end of each session.
- Access to each ipad is via a password which only staff and the chair of committee know. The password will be changed in the event of a member of staff leaving.

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019

SAFEGUARDING

8.5 Data Management

Policy statement

We are committed to upholding the G.D.P.R that comes into effect from the 25th May 2018.

We only collect the data that we need to fulfil our legal and regulated duties as a childcare provider and a charity. We are open and transparent about the type of data we collect and it's uses. We collect the consent of the consumers as to the use of their data.

We are volunteer members of the Information Commissioner's Office and use their training and guidance to affect best practice in our work and interactions. You can find out more here:

<https://ico.org.uk/>

Procedures

What data we hold

- We collect parents/carers and children's data on these forms:
 - Registration Form.
 - Consent forms for special activities and events.
 - Consent forms for photography use.
 - Medical forms.
 - Funding forms.
 - Gift aid forms for fundraising e/g/ sponsored events or Buy-A-Brick.
- We collect staff/committee data on these forms/during these processes:
 - Job application forms.
 - Reference request forms.
 - DBS applications and certificates.
 - Setting up HMRC PAYE submissions.
 - Setting up NEST pensions.
 - Setting up bank account payments for payroll and expenses.

- Ramsbury Pre-School keep records for the purpose of delivering childcare under current regulations. These include:
 - Risk assessments
 - Certificates of training
 - Accident and incident records
 - Registers and signing in sheets
 - Committee agendas and minutes
 - Staff appraisals

- Ramsbury Pre-School keep records for the purpose of maintaining our business. These include:
 - Records pertaining to our registration.
 - Lease documents and other contractual documentation pertaining to amenities, services and suppliers.
 - Financial records pertaining to income and expenditure.
 - Employment records of staff including their name, home address and telephone number.
 - Health and safety records are maintained; 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.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act (1998).

Sharing data

This section of the Data Management policy explains how, when and why information will be shared and with whom. Consent to share information is normally obtained, unless it puts the child/adult at risk or undermines a criminal investigation:

- We ensure parents/carers/staff have access to all our policies and procedures through a hardcopy that is kept at Pre-School and an e-copy which is available to download on our website www.ramsburypreschool.org.uk. These contain our Data Management policies and procedures. On our registration form there is an explanation of how we handle their data and when it may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult.

- We ensure parents have information about the 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.
- We ensure job applicants and staff understand when and how their personal data will be used.
- We ensure that volunteers understand when and how their personal data will be used.
- We ensure that the data we share is safe to the best of our abilities both in hard copy and electronic format as per the regulations and systems of the bodies and agencies we are working with.

We treat the information we collect as confidential and will not share with members of the public, extended family or friends. Below is listed the uses that we have for the information within our remit of delivering child care and as an employer and a registered charity.

Beyond these functions 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 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 a child protection team. The three critical criteria are:

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

How we use the collected data

- We use the data to complete information requests from Wiltshire Council and central government where applicable.
- To apply for Government funding, grants or aid including Universal hours, Extra Entitlement hours, Pupil Premium, Disability Allowance and any others that may become available.
- To work efficiently with outside agencies/third parties in the interest of the child e.g. speech and language units, dietary or access requirements on trips, other childcare providers that also work with the child, emergency services personnel.
- Collected data and developmental information may be shared with the child's primary school if requested by that school when the child leaves us.
- To meet all OFSTED requirements and queries.
- To meet the needs of any financial auditors, tax inspectors, environmental health inspectors.

- To meet the needs of HMRC on tax and PAYE requirements.
- To meet the needs of The Charity Commission.
- To brief staff to enable them to complete their roles .
- To brief the Committee in order to enable them to make effective decisions as to the management of Pre-School.
- To enable the dissemination of appropriate information in Weekly Newsletters to parents/carers e.g. allergy warnings.
- To enable communication with parents on Pre-School related items e.g. Weekly Newsletters, special events.
- To create emergency contact lists both in hardcopy in the Office plus on the mobile and email systems so that parents/carers can be contacted as soon as possible in the event of an emergency on or off the premises e.g. in medical emergencies, if the premises is shut unexpectedly due to an emergency whether that be adverse weather, or building or utility failure, or staff issues which render the pre-school unsafe etc.
- Food intolerance lists/Medical lists for staff use.

Before sharing data we consider the following questions:

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?
- Is the information confidential?
- If the information is confidential, do you have consent to share?
- Is there a statutory duty or court order to share information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
- If the decision is to share, are you sharing the right information in the right way? Have we properly recorded the decision?

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

Where we keep data

- Hard copies are filed and stored in locked storage in the Pre-School. Except when they are in use by staff or committee members in the course of them completing their statutory duties, or they are in transit to an official body for processing e.g. sending funding forms to Wiltshire Council.
- Electronic copies may be stored on:

- The Pre-School's ICT.
- Data to do with the financial, HR and management sides of pre-school may be temporarily held on the committee's personal ICT where this enables them to fulfil their roles.
- The Pre-School's email system.
- The Pre-School's secure Cloud storage.

All these systems are password protected.

How we make sure that our data management is correct

- We are voluntary members of the ICO and use their toolkits and advice to make sure our practices are current and best practice. You can find out more about them, the current advice and regulations and our use here: <https://ico.org.uk/>
- Our Bursar undertakes regular training and/or online updates in this area and implements any changes to best practice.

Legal framework

Data Protection Act 1998 Human Rights Act 1998

Working Together to safeguard Children 2013

Data Protection Act 1998

Human Rights Act 1998

GDPR 2018

<p>This policy was adopted at a meeting of Ramsbury Pre-School committee Held on April 2018 Date to be reviewed April 2019</p>
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SAFEGUARDING

8.6 Confidentiality and client access to records

Policy statement

Definition: 'Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others.' (Information Sharing: Practitioners' Guide)

In Pre-School, staff and committee 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. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act and GDPR.

Confidentiality procedures

- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; Pre-School cannot be held responsible if information is shared beyond 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 inform parents when we need to record confidential information beyond the general personal information we keep (see our data management section 8.5) - 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 (please see our Data Management policy) 8.5.

Client access to records procedures

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

1. Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to Pre-School Head.

2. Pre-School's Head informs the chairperson of the committee and sends a written acknowledgement.
3. Pre-School commits to providing access within 14 days, although this may be extended. Pre-School's Head and chairperson of the committee prepare the file for viewing.
4. All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
5. 'Third parties' include all family members who may be referred to in the records. (It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.)
6. When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
7. A photocopy of the complete file is taken.
8. Pre-School's Head and chairperson of the committee go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
9. What remains is the information recorded by Pre-School, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'. The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the Pre-School Head, so that it can be explained.
10. Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against Pre-School or another (third party) agency.

All the undertakings above are subject to the paramount commitment of Pre-School, which is to the safety and well-being of the child. Please see also our policy on child protection.

Legal framework

Data Protection Act 1998 Human Rights Act 1998

<p>This policy was adopted at a meeting of Ramsbury Pre-School committee Held on April 2018 Date to be reviewed April 2019</p>
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SAFEGUARDING

8.7 Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, Pre-School puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives 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 of children starting at Pre-School are asked to provide the following specific information which is recorded on our Registration Form:

1. 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).
 2. Mobile telephone number (if applicable).
 3. Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from Pre-School, for example a childminder or grandparent.
 4. Who has parental responsibility for the child.
 5. 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 inform us verbally or in writing of how they can be contacted.
 - On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child (either by description or password system).
 - 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. We provide parents with our contact telephone number.
 - We inform parents that we apply our child protection procedures as set out in our Safeguarding Children policy in the event that their children are not collected from setting by an authorised adult within one hour after Pre-School has closed and the staff can no longer supervise the child on our premises.

If a child is not collected at the end of the session/day, we follow the following procedures:

1. The child's file is checked for any information about changes to the normal collection routines.
 2. If no information is available, parents/carers are contacted at home or at work.
 3. If this is unsuccessful, the adults who are authorised by the parents to collect their child from Pre-School - 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.
 4. If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority children's social services care team:
 - WILTSHIRE EARLY YEARS AND CHILDCARE TEAM 01225757950
 - For full day care, this will be the out of hours duty officer:
 - EMMA GAGEN
 - OR TRISH PRIDDING
 - The child stays at Pre-School in the care of two fully-vetted workers 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 do staff go to look for the parent, nor do they take the child home with 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 by our staff.

Ofsted may be informed: 0300 123 1231

Our local Wiltshire Council Child care Officer may also be informed MEL PEARCE **0774 753 2662**

<p>This policy was adopted at a meeting of Ramsbury Pre-School Committee Held on April 2018 Date to be reviewed April 2019</p>
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SAFEGUARDING

8.8 Missing child

Policy statement

Children's safety is maintained as the highest priority at all times both on and off premises. Every attempt is made through carrying out the outings procedure and the 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 premises

- As soon as it is noticed that a child is missing the key person/staff alerts Pre-School Head/Deputy or Leader. Pre-School Head or Deputy will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has gone.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the parent is contacted and the missing child is reported to the police. The Head or leader talks to the staff to find out when and where the child was last seen and records this.
- The Head or leader contacts the chairperson and reports the incident. The chairperson, with the committee, carries out an investigation and may come to Pre-School immediately.

Child going missing on an outing

- This describes what to do when staff have taken a small group on an outing, leaving the Head or leader and/or other staff back in Pre-School. If the Head or leader has accompanied children on the outing, the procedures are adjusted accordingly.
- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that. The Head or Deputy is contacted immediately and the incident is reported. The Head or Deputy contacts the police and reports the child as missing.
- The Head or Deputy contacts the parents, who make their way to Pre-School or outing venue as agreed with the Head or Deputy. Pre-School is advised as the best place, as by the time the parent arrives, the child may have been returned to Pre-School.
- Staff take the remaining children back to Pre-School.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.

- The Head or Deputy contact the chairperson and reports the incident. The chairperson, with the committee, carries out an investigation and may come to Pre-School immediately.
- The Head or Deputy, or designated staff member may be advised by the police to stay at the venue until they arrive.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The Head or Deputy together with the chairperson, speaks with the parent(s).
- The chairperson and committee, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.

The key person/staff member writes an incident report detailing:

1. The date and time of the report.
 2. What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
 3. When the child was last seen in the group/outing.
 4. What has taken place in the group or outing since the child went missing.
 5. The time it is estimated that the child went missing.
 6. A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address. The incident is reported under MOOR arrangements (see the Reporting of Accidents and Incidents policy); the Wiltshire Council Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
 - In the event of disciplinary action needing to be taken, Ofsted is informed.
 - 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.
- The staff will feel worried about the child, especially the key person or 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. Staff may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that 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 staff and may single out one staff member over others; they may direct their anger at Pre-School Head. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is Pre-School Head and the other should be the chairperson of the management committee or representative. No matter how understandable the parent's anger may be, aggression or threats against 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. The 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 whilst also reassuring them.
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson or committee will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019

SAFEGUARDING

8.9 Supervision of children on outings and visits

Policy statement

Children benefit from being taken out of Pre-School to go on visits or trips to local parks, tennis courts or other suitable venues for activities which enhance their learning experiences. Staff in Pre-School ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

Procedures

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of Pre-School.
- This general consent details the venues used for daily activities including school, village walks.
- There is a risk assessment for each venue carried out, which is reviewed regularly. Parents are always asked to sign specific consent forms before major outings (e.g. termly tennis lessons or annual trip to Cobbs). A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Our adult to child ratio is always 1:6 or lower, depending on their age (for two years olds the ratio will be 1:4), sensibility and type of venue as well as how it is to be reached.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children. Major outings are recorded on the daily health and safety report kept in Pre-School stating:
 - The date and time of outing.
 - The venue and mode of transport.
 - Names of staff responsible
 - Time of return.
- Staff take a mobile phone on outings, and a backpack containing emergency equipment. 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. Staff take a list of children with them with contact numbers or parents/carers, staff, committee members.
- A minimum of two staff will accompany children on outings and a minimum of two will remain behind with the rest of the children.

This policy was adopted at a meeting of
Ramsbury Pre-School committee
Held on April 2018
Date to be reviewed April 2019

SAFEGUARDING

8.10 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 by an enhanced disclosure from the Criminal Records Bureau/Disclosure and Barring Service. They are all signed up to the update service and this is checked half termly.
- 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 assessment 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.
 1. Entrance gate opened by staff before arrival of children and parents. The gate is locked at 9.10am. one member of staff greets children and families on the door with the signing in sheet.
 2. Any late arrivals enter via the visitor entrance and notify staff by ringing the door bell.
 3. The staff open the exit gate (from the path leading towards school) at pick up times for parents to enter through. A member of staff stands on the exit gate to ensure all parents/carers sign children out upon collection and to prevent any children leaving unaccompanied.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- We take reasonable steps to prevent unauthorised persons entering the premises and ensure children are safeguarded at all times by following these procedures:
 1. Check the identity of visitors (visitors being anyone who does not work in the setting).

2. All visitors to sign the visitors book on entering, detail the nature of their visit and the time. They are then given the appropriate ID badge – committee member, parent help, visitor.
3. Visitors are asked to put any bags into the office and place any mobiles phones in the mobile phone box.
4. They are shown where the fire exits are and what to do in an emergency.
5. If appropriate they are introduced to the children and staff.
6. Upon leaving the premises they add the departure time in the visitor's book and return the visitors badge.

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019

SAFEGUARDING

8.11 Making a complaint

Policy statement

Ramsbury Pre-School believes 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 Pre-School. We anticipate that most concerns will be resolved quickly by an informal approach to 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

We keep a 'summary log' of all complaints that reach stage two or beyond. This is made available to parents as well as to Ofsted inspectors. A full procedure is set out in the Pre-school Learning Alliance publication *Summary Complaints Record* which acts as the 'summary log' for this purpose.

Making a complaint Stage 1

- Any parent who has a concern about an aspect of Pre-School's provision talks over, first of all, his/her concerns with Pre-School manager. This conversation is either conducted face to face or over the phone ensuring privacy and to enable sufficient time is given to the concern raised.
- 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 this stage of the procedure by putting the concerns or complaint in writing to the Head and the chair of the committee.
- Pre-School stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the Head may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the Head and/or chair of committee meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Head and the chair of the committee. The parent should have a friend or

partner present if required and the Head should have the support of the chairperson of the committee.

- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 4

- If at the stage three meeting the parent and Pre-School cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, Pre-school Learning Alliance can offer a mediator if one is not available locally. They will 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.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with Pre-School personnel (Head and chair of the committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, Pre-School Manager and the chair 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, Early Years Directorate (Ofsted) and the Local Safeguarding Children Board essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The number to call Ofsted with regard to a complaint is:0117 948 6816
- Early Years, OFSTED, 1 Temple Square, Temple Quay, Bristol, BS1 6HB
- OFSTED REG NO. for Ramsbury Pre School - 146036
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, Pre-School follows the procedures of the Local Safeguarding Children Board in Wiltshire Council.
- In these cases, both the parent and Pre-School are informed and the Manager works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- A record of complaints against Pre-School and/or the children and/or the adults working in Pre-School is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Summary Complaints Record which is available for parents and Ofsted inspectors on request.

This policy was adopted at a meeting of
Ramsbury Pre-School Committee
Held on April 2018
Date to be reviewed April 2019