

This policy was adopted by Smiling Faces Pre-School .....September 2019  
Date to be reviewed.....September 2020

***SMILING FACES  
PRE-SCHOOL  
POLICIES &  
PROCEDURES***

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## **Mission Statement**

Our vision statement reflects integrity, excellence and teamwork. At Smiling Faces Pre-School we are committed to provide a stimulating environment for the development of a unique child. We aim to encourage and support social, physical and emotional development academically. Our aim is to build a positive relationship with parents which will be beneficial to children's learning. Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the three key commitments of the Pre-School Learning Alliance Safeguarding Children Policy: A Unique Child, Positive Relationships, Enabling Environments, Learning and Development

## **Designated Lead**

Our designated person (a member of staff) who co-ordinates child protection issues is:  
NEISHA EBANKS (Manager)

The welfare of any child will be priority to the Designated Lead Practitioner. The role will include; referring a child to Children's Social Care if there are any concerns and this referral will be followed up by a written referral using the Common Assessment Framework (CAF), liaising with other agencies and services where appropriate, talking to parents/carers about concerns, attending Child Protection meetings and contributing to Child Protection Plans, ensuring all staff are aware of the Safeguarding policies, keeping and storing records, ensuring that all staff's safeguarding training is up to date and that all designated leads attend safeguarding updated training with the local authority every two years.

## **Safeguarding**

### **1.1**

We ensure all staff are trained to understand our safeguarding policies and procedures. All staff have an up-to-date knowledge of safeguarding issues. Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. All applicants are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service (DBS) before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information. All permanent applicants for work within the Pre-School will be interviewed before an appointment is made and will be asked to provide at least two references. They will also need to provide confirmation of their right to work in the UK. All permanent appointments will be subject to a six month probationary period and will not be confirmed unless the Pre-School is confident that the applicant can be safely entrusted with the children. We abide by Ofsted requirements in respect of references and Disclosure and Barring Service (and Criminal Records Bureau - CRB) checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children. Volunteers and students do not work unsupervised. 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. We record information about staff qualifications and the identity checks and vetting processes that have been completed including: a copy of DBS certificate. We abide by the Protection of Vulnerable Groups Act (2006) 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 the setting and other hall users don't have access to our preschool room. We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children. We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or website. Parents sign a consent form and have access to records holding visual images of their child.

### **1.2**

At Smiling Faces Pre-School we are 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' (HMG 2015).

**Responding to Suspicions of Abuse**; we acknowledge that abuse of children can take different forms, physical, emotional, and sexual, as well as neglect (including bullying and cyber bullying). When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through: significant changes in behaviour; deterioration in their general well-being; their comments which may give cause for concern, or the things they say (direct or indirect disclosure); changes in their appearance, their behaviour or their play; unexplained bruising, marks or signs of possible abuse or

neglect; and any reason to suspect neglect or abuse outside the setting. We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability. We are aware of other factors that affect children's vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation that may affect or may have affected children and young people using our provision. We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or maybe victims of child trafficking. While this may be less likely to affect young children in our care we may become aware of any of these factors affecting older children and young people who we may come into contact with. We actively protect children and teach them to value British Values by recognising and valuing the universal uniqueness of all individuals and we are mindful to instil learning and resilience to protect children against the development of extremist and radicalised thinking and behaviour. Where we believe a child in our care or known to us may be affected by any of these factors we follow the procedure for reporting child protection concerns. Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the setting's Manager who is acting as the 'designated person'. The information is stored on the child's personal file. We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children's Board. We take care not to influence the outcome either through the way we speak to children or by asking questions of children. We use the strategy TED (Tell, Explain or Describe). We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse 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 the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

### 1.3

**Recording suspicions of abuse and disclosure**; where a child makes comments to a member of staff that gives cause for concern (disclosure), or a member of staff 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: listens to the child, offers reassurance and gives assurance that she or he will take action; (The child will be helped to understand that they are valued and respected and not at fault or blame.) does not question the child; Use TED (Tell, Explain, Describe) makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child, as far as possible; describing objectively the child's behaviour/ appearance without comment, judgement, interpretation or speculation; the name of the person to whom the concern was reported, with date and time; the names of any other person present at the time; the name, age and address of the child. These records are signed and dated and kept in a confidential safeguarding file which is kept secure and confidential with restricted access for authorised

personnel only. We adhere to the Local Safeguarding Children Board stipulations for recording and sharing concerns. Making a Referral to the Local Authority Social Care Team. The Pre-School Learning Alliance's publication Safeguarding Children contains procedures for making a referral to the local children's social care team, as well as a template form for recording concerns and making a referral. This is based on 'What to do if you are worried a child is being abused' (HMG 2006-updated 2015). We keep a copy of this document alongside procedures set down by our Local Safeguarding Children Board.

#### **1.4**

**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 where we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern. If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral is made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger. This will usually be the case where the parent is the likely abuser. In these cases the social workers will inform parents. If parents are unable to allay any legitimate anxieties that the Pre-School may have then these matters will be notified to Social Services. In exceptional circumstances, as outlined above, Social Services will be the first point of reference or in cases where the Pre School consider the child to be in danger or at risk of harm the police will be called for immediate assistance.

#### **1.5**

**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. This is to ensure that it is easy, in any emergency, for the setting 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 well-being of children or where an allegation of abuse is made against a member of staff as soon as reasonably possible, but within 14 days.

#### **1.6**

**Allegations Against Staff:** we ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse. We respond to any inappropriate behaviour displayed by members of staff or any other person working with the children, which includes: inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities or inappropriate sharing of images. We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child. We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place. We do this by first recording the details of any such alleged incident. This is carried out immediately by the Manager or whoever the Manager has appointed in charge in her absence. If the allegation is made against the Pre-School Manager, the deputy will be

required to immediately record details of the allegation. 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 co-operate entirely with any investigation carried out by children's social care in conjunction with the police. Where the children's social care agree it is appropriate in the circumstances, the staff member will be suspended 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.

### **1.7**

**Disciplinary Action;** where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the DBS disclosure service

### **1.8**

Smiling Faces 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. We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals. We ensure the designated person receive training in accordance with that recommended by the Local Safeguarding Children Board. We ensure that all staff know the procedures for reporting and recording their concerns in the setting. Qualified DBS and CRB disclosed members of our Pre-School are the only members of staff allowed to take a child to the toilet. No adult, other than appointed individuals, will be allowed either to take a child to the toilet or to be left alone with them. Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and learning ways to express their own feelings. This will enable children to have the self-confidence and the vocabulary to resist/reject inappropriate approaches. 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.

### **1.9**

**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 the setting 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.

### **2.0**

**Confidentiality;** all suspicions and investigations are kept confidential and shared only with those who need to know. The people most commonly involved will be the member of

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staff/key worker, Pre-School Manager. Any information is shared under the guidance of the Local Safeguarding Children Board.

## **2.1**

**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. This includes 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 the setting'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 Prevent duty Departmental advice for schools and childcare providers (June 2015)
- Prevent Duty Guidance: for England and Wales (2015)
- Ofsted Inspections and Safeguarding from (Sept. 2015)
- Information Sharing (2015)
- What to do if you are worried a child is being abused (2015)
- Children Act (1989 s47)
- Working Together to Safeguard Children (2015)
- Protection of Children Act (1999)
- The Children Act (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Human Right Act (1998) Secondary Legislation

### **Secondary Legislation**

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance
- Domestic Violence, Crime and Victims (amendment) Act 2012

### **Further Guidance**

- Working Together to Safeguard Children (revised HMG 2010-under revision 2012-updated 2015)
- What to do if you are Worried a Child is Being Abused (HMG 2006-updated 2015)
- Every Child Matters - Green Paper (2003)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)

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- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Sexual Offences Act (2003)
- Female Genital Mutilation Act (2003)
- Adoption and Children’s Act (2002)
- Information Sharing: Guidance for Practitioners and Managers (HMG 2008-updated 2015)
- Independent Safeguarding Authority: [www.isa.gov.org.uk](http://www.isa.gov.org.uk).
- United Nations Convention on the Rights of the Child. UK (1991).

**Useful Pre-school Learning Alliance publication**

Safeguarding Children (2010)

## 2.2

Safeguarding and Welfare Requirement: Safeguarding Children, Young People and Vulnerable Adults Providers must have and implement a policy & procedures which includes an explanation of the action to be taken in the event of an allegation being made against a member of staff.

### **Whistleblowing**

It is important to the setting that any fraud, misconduct or wrong doing by employees or people engaged in the organisation's business, is reported and properly dealt with. The setting therefore encourages all individuals to raise any concerns that they may have about the conduct of others in the setting or the way in which the setting is run. The setting recognises that effective and honest communication is essential if malpractice is to be effectively dealt with and the organisation's success ensured. Whistleblowing relates to all those who work with or within the early years setting who may from time to time think that they need to raise, with someone in confidence, certain issues relating to the organisation. Whistleblowing is separate from the grievance procedure. If you have a complaint about your own personal circumstances you should use the normal grievance procedure. If you have a concern about malpractice within the organisation then you should use the procedure outlined below.

- Report any concerns to the lead practitioner/designated whistle blowing officer.
- The designated whistle blowing officer is NEISHA EBANKS; this should be put in writing. Alternatively, or if the concern is about the designated whistleblowing officer then it should be reported to the Local Authority Designated Officer.
- All employees and those involved with the early years setting should be aware of the importance of preventing and eliminating wrong doing within the organisation. You should be watchful for illegal, inappropriate or unethical conduct and report anything of that nature that you become aware of.
- The management should be notified and made aware of the concern.
- The management will be responsible for investigating a qualified disclosure.
- Any matter raised under this procedure will be investigated thoroughly, promptly and confidentially, by the manager, and the outcome of the investigation will be reported back to you, in writing.
- It may be necessary to involve other staff or outside bodies for the purposes of investigation, with impartiality being paramount.
- You will not be victimised for raising a matter under this procedure. This means that your continued employment and opportunities for future promotion or training will not be prejudiced because you have raised a legitimate concern.
- Victimisation of an individual for raising a qualified disclosure will be a disciplinary offence.
- If misconduct is discovered as a result of any investigation under this procedure, the setting's disciplinary procedure will be used, in addition to any appropriate external measures.
- If you make a maliciously, vexatious or a false allegation then this will be considered to be a disciplinary offence and disciplinary action will be taken against you.
- An instruction to cover up wrong doing is itself a disciplinary offence.

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- If you are told not to raise or pursue any concern, even by a person in authority, you should not agree to remain silent. In this event you should report the matter to the designated whistle blower or the Local Authority.
- Fraud and abuse will be reported to the police and taken to court if necessary.

### **Legal framework**

The Children Act 1989

The Children Act 2004

### **Further guidance**

[www.gov.uk/whistleblowing](http://www.gov.uk/whistleblowing)

[www.gov.uk/government/publication](http://www.gov.uk/government/publication)

## 2.3

### Looked after children

We are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable ‘looked after’ children in our care to achieve and reach their full potential. Children become ‘looked after’ if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children’s home, living with a relative or even placed back home with their natural parent(s). We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child’s separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement. We place emphasis on promoting children’s right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children’s lives, as the foundation for resilience. These aspects of well-being underpin the child’s responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

- 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.
- In exceptional circumstances, we will offer places to two-year-old children who are in care. 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 the placement in the setting 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 that they will have formed a secure attachment to the carer.
- We expect that the placement in the setting will last a minimum of six weeks.
- 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.
- Every child is allocated a key person before they start and this is no different for a looked after child.
- The designated lead (manager) ensures the key person has the information, support and training necessary to meet the looked after child’s needs.

- The designated person (manager) and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professional's meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months.
- Thereafter at three to six monthly intervals.
- The care plan needs to consider issues for the child such as: their emotional needs and how they are to be met; how any emotional issues and problems that affect behaviour are to be managed; their sense of self, culture, language(s) and identity – and how this is to be supported; their need for sociability and friendship; their interests and abilities and possible learning journey pathway; and how any special needs will be supported.
- In addition, the care plan will also consider: how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored; what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed; what written reporting is required; wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer.
- This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.

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- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. The designated person 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.

## 2.4

### Uncollected child

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form: Home address and telephone number.
- Names, addresses, telephone numbers of adults who are authorised by the parents to collect their child from the setting.
- 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 of how they can be contacted.
- 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 using a password.
- Parents are informed that if they are not able to collect the child as planned, they must inform us as soon as possible.

If a child is not collected at their expected collection time, we follow the procedures below:

- The child's file is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted
- If this is unsuccessful, the adults who are authorised by the parents to collect their child, and whose telephone numbers are recorded on the Registration Form are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- If no-one collects the child within 30 minutes of their expected collection time and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact the local authority children's social care team:
- The child stays at the setting in the care of two staff members, one of whom will be our manager or deputy manager 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.

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- Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
- We ensure that the child is not anxious and we do not discuss our concerns in front of them.
- A full written report of the incident is recorded in the child's file.
- We reserve the right to charge parents for the additional hours worked.
- Ofsted may be informed: 0300 123 1231

## 2.5

### Missing child

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

#### If a child goes missing on the premises

- As soon as it is noticed that a child is missing, the child's key person/member of staff alerts our setting manager.
- The register is checked to make sure no other child has also gone astray.
- Our manager will carry out a thorough search of the building and outside area.
- 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, our manager calls the police immediately and reports the child as missing.
- If it is suspected that the child may have been abducted, the police are informed of this.
- The parent(s) are then called and informed.
- A recent photo and a note of what the child is wearing is given to the police.
- Our manager talks to our staff to find out when and where the child was last seen and records this.

## 2.6

### Child going missing on an outing

This describes what to do when staff take a small group on an outing. If the manager has accompanied children on the outing, the procedures are adjusted accordingly. What to do when a child goes missing from a whole group outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, the staff members on the outing ask children to stand with their designated carer 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.
- Our senior staff or manager on the outing contacts the police and reports that child as missing.
- Our manager is contacted immediately (if not on the outing) and the incident is recorded.
- Our manager contacts the parent(s).
- Our staff take the remaining children back to the setting as soon as possible.

- According to the advice of the police, a senior member of staff, or our manager where applicable, should remain at the site where the child went missing and wait for the police to arrive.
- A recent photo and a description of what the child is wearing is given to the police.
- Our manager contacts our chair and reports the incident.
- Our staff keep calm and do not let the other children become anxious or worried.

## 2.7

### **The investigation**

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

## 2.8

### **Managing people**

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

- Our staff will feel worried about the child, especially the 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.
- They may be the understandable target of parental anger and they may be afraid.
- Our manager ensures that any staff under investigation are not only fairly treated, but receive support while feeling vulnerable.

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

## **2.9**

The safeguarding policy and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting.

### **E-Safety (including mobile phones, iPads and cameras)**

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

Our designated person responsible for co-ordinating action taken to protect children is:  
NEISHA EBANKS

Information Communication Technology (ICT) equipment

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

## **3.0**

### **Internet access**

- If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents who are shown this policy.
- The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- Children are taught the following stay safe principles in an age appropriate way prior to using the internet; only go on line with a grown up, be kind on line, keep information about me safely , only press buttons on the internet to things I understand tell a grown up if something makes me unhappy on the internet.
- Designated persons will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
- If a second hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
- All computers for use by children are located in an area clearly visible to staff.
- Children are not allowed to access social networking sites.

- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk)
- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre.
- The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
- If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or [www.nspcc.org.uk](http://www.nspcc.org.uk), or Childline on 0800 1111 or [www.childline.org.uk](http://www.childline.org.uk)

### **Email**

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

### **3.1**

#### **Mobile phones**

- Children do not bring mobile phones or other ICT devices with them to the setting.
- If a child is found to have a mobile phone or ICT device with them, this is removed and stored in a locked drawer until the parent/carer collects them at the end of the session.
- Staff and visitors personal mobile phones are not used by our staff in the playroom or around children during working hours, they are stored in the office.
- In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager.
- Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
- If our members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
- Parents and visitors are requested not to use their mobile phones whilst on the premises.
- We make 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 space where they can use their mobile phone, where no children are present.
- These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.

### **3.2**

#### **Cameras and videos**

- Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form).
- Such use is monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children on social media.
- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.

### **3.3**

#### **Social media**

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

#### **Electronic learning journals for recording children's progress**

- Managers seek permission from the senior management team prior to using any online learning journal.
- A risk assessment is completed with details on how the learning journal is managed to ensure children are safeguarded.
- Staff adhere to the guidance provided with the system at all times.

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**Use and/or distribution of inappropriate images.**

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

**Further guidance**

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

### **3.4**

#### **Recruitment**

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

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

children. In the event of disqualification, that person's employment with us will be terminated.

- We inform Ofsted of any changes to our Registered Person and our manager.

### **3.5**

#### **Training and staff development**

- The manager holds a BA (Hons) in childhood studies and a Foundation Degree in Early childhood studies.
- Other staff member hold Foundation Degree in Early childhood studies.
- We provide regular in-service training to staff - whether paid staff or volunteers - through the Pre-school Learning Alliance and external agencies.
- We provide our staff with induction training in the first week of their employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy.
- Other policies and procedures are introduced within an induction plan.
- We support the work of our staff by holding supervision meetings and/or appraisals once every term.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

### **3.6**

#### **Staff taking medication/other substances**

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

### **3.7**

#### **Managing staff absences and contingency plans for emergencies**

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

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- Sick leave is monitored and action is taken where necessary, in accordance with the individual's contract of employment.
- We have contingency plans to cover staff absences, as follows; setting bank staff.

**Other useful Pre-school Learning Alliance publications**

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)

### **3.8**

#### **Staff DBS updated consent form**

Smiling Faces Pre-School Employee Disclosure and Barring Declaration and Consent Form

Full name:

Role:

The role you have applied for requires an enhanced Disclosure and Barring (DBS) check with barred lists check and will require you to have an up-to-date DBS certificate for the duration of your employment. In order to ensure that your certificate remains up to date Smiling Faces requires you to subscribe to the DBS Update Service. Once registered with the Update Service, your certificate will be kept up-to-date by the DBS and your certificate becomes portable. You can take your certificate with you from role to role and employer to employer, where the same level and type of check is required, as long as you remain registered. This means you will not have to complete a DBS check application form every time you change job or employer. This form is a declaration to confirm the following:

- I have registered with/will register with and subscribe to the Disclosure and Barring Update Service.
- I will update the DBS of any changes in my personal circumstances e.g. change of address, name etc.
- I give Smiling Faces Pre-School on-going consent for the duration of my employment to carry out status checks to establish that my DBS Certificate is up-to-date.
- I will present my original DBS certificate to Smiling Faces when requested, so that they are able to confirm that the certificate is the same type and level required for the role, to ensure that the right checks have been carried out and see what, if any, information was disclosed about me.
- I will provide Smiling Faces with my date of birth and Certificate number to enable them to carry out the status checks.
- In the event a new certificate is required as there has been a change in status, I will present the original copy of the DBS certificate to Smiling Faces pre-school.

Signature:

Date:

### **3.9**

#### **Student placements**

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

We will 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.

- We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Students and apprentices, over the age of 17, who are undertaking a level 3 qualification may be considered to be counted in the ratios if the manager deems them to be suitably qualified and experienced.
- Trainee staff and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.

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## **4.0**

### **Staff qualification, training and induction**

#### **Induction of employees and volunteers**

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

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

#### **Other useful Pre-school Learning Alliance publications**

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)

## **4.1**

### **First Aid**

At least one person who has a current paediatric first aid certificate is on the premises at all times when children are present, and must accompany children on outings. The provider must ensure there is a first aid box accessible at all times with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment.

#### **First aid**

We are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one adult with a current first aid certificate is on the premises, or on an outing, at any one time. The first aid qualification includes first aid training for infants and young children. We have evidence of due diligence when choosing first aid training and ensure that it is relevant to adults caring for young children.

#### **The first aid kit**

Our first aid kit is accessible at all times and contains the following items: Triangular bandages (ideally at least one should be sterile) x4. Sterile dressings: Small x 3. Medium x 3. Large x 3. Composite pack containing 20 assorted (individually-wrapped) plasters x 1. Sterile eye pads (with bandage or attachment) e.g. No 16 dressing x 2. Container of 6 safety pins x 1. Guidance card as recommended by HSE x 1.

In addition, the following equipment is kept near to the first aid box: 2 pairs of disposable plastic (PVC or vinyl) gloves. 1 plastic disposable apron. A children's thermometer. A supply of ice pack is kept in the fridge.

Information about who has completed first aid training and the location of the first aid box is provided to all our staff and volunteers.

- The first aid box is easily accessible to adults and is kept out of the reach of children.
- The manager is responsible for checking and replenishing the first aid box contents.
- Medication is only administered in line with our Administering Medicines policy.
- In the case of minor injury or accidents, first aid treatment is given by a qualified first aider.
- In the event of minor injuries or accidents, we normally inform parents when they collect their child, unless the child is unduly upset, it is an injury to the head or we have concerns about the injury. In which case we will contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP.
- If an ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken.
- Parents sign a consent form at registration allowing a member of staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted

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as necessary on the understanding that they have been informed and are on their way to the hospital.

- Accidents and injuries are recorded in our accident record book and, where applicable, notified to the Health and Safety Executive, Ofsted and local child protection agencies in line with our Recording and Reporting of Accident and Incidents Policy.

### **Legal framework**

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

### **Further guidance**

- First Aid at Work: Your questions answered (HSE Revised 2009)
- Basic Advice on First Aid at Work (HSE Revised 2008)
- Guidance on First Aid for Schools (DfEE)

### **Other useful Pre-school Learning Alliance publications**

- First Aid Management Record (2016)
- Medication Record (2013)

## **4.2**

### **Children**

#### **Key Person**

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents

#### **The role of the key person and settling-in**

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

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

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

- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

#### **4.3**

##### **Settling-in**

Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information.

- These include welcome letter, parent contract and policies upon request.
- We provide opportunities for the child and his/her parents to visit the setting.
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- 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 the setting.
- We allow the parent, carer or close relative, to make the decision on whether they leave their child in session during their first week, or stay, gradually taking time away from their child; increasing this time as and when the child is able to cope.
- 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 their key person; for example, the child looks for the key person 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 recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left.
- 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 the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's learning journal.

#### **4.4**

##### **The progress check at age two**

- The key person carries out the progress check at age two in accordance with any local procedures that are in place.

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- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

**Other useful Pre-school Learning Alliance publications**

- Play is What I Do (2010)
- Statutory Framework for the Early Years Foundation Stage: With non-statutory supporting documentation (2014)

## **4.5**

### **Transition**

What providers must do, working in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure they are ready for school transition.

### **Transitions**

Transition covers the changes a child can encounter from one environment to another. This can be from home to preschool, attending more than one childcare provision, starting school. Transition involves a process of change and requires young children to adapt and meet new expectations. Our aim is to work in partnership with parents and/or carers, other settings, child minders and schools to provide a smooth transition for the children; offering support and understanding as families adjust to change.

- We aim to be sensitive to the needs of the child and parents/carers when the child first starts at preschool.
- We understand children settle differently and aim to meet the needs of individual children.
- We will support families in the following ways: information sharing, settling in sessions, information/welcome pack, and support children with English as an additional language or with a special educational need.
- If a child attends more than one setting or a child minder, we will contact them and share information.
- Termly key person summaries are shared with parents and the child's other providers; offering an opportunity for a two way sharing of information.
- When a child is transitioning to school, we invite teachers/teaching assistants from the receiving school to visit the child at preschool and discuss the child's development with the child's keyperson.
- We include transition in our activities, predominantly through role play, and by allowing the children to talk freely about their fears/concerns.
- We complete documentation to transfer to the school and pass on assessments of a Child's progress within the EYFS.

### **Further guidance**

- 'Moving on to big school' (Sure Start)
- [www.pre-school.org.uk/support](http://www.pre-school.org.uk/support)

## **4.6**

### **Child Attendance**

We believe regular attendance is a contributor to a child's welfare and learning. Regular attendance will give the child a sense of belonging and aid the positive relationships with the adults caring for them; it will allow practitioners to plan challenging yet achievable, enjoyable experiences based on the individual needs, interests and development of the child. Attendance will be monitored and non-attendance may result in a child's place being withdrawn.

- Children are expected to attend Smiling Faces Preschool for each of their registered sessions.
- Parents are required to bring/collect their children on time. Arrival times are 09:00am or 12:00pm.
- Registers are taken as children are entering the setting.
- Collection times are 12:00pm or 15:00pm
- Late collection will result in a fee being imposed; £5 for each 10 minutes of lateness.
- Absences will be recorded in the register, as will arrival/departure times.
- We must be notified of sickness (the reasons for) and holidays.
- Notification of sickness must be made for each day the child is absent.
- Absence as a result of holiday will be noted on the register.
- The settings manager will check registers daily. If a pattern of irregular attendance/nonattendance is highlighted, discussions will be held with the child's key person to ascertain any known reasons for absence.
- The Child's parents will be contacted on the same day by telephone to determine whether or not there is a problem.
- If we are unable to speak to the parent/carer, we will try other modes of communication such as an email. Failing this, we will make a note of the child's next expected session.
- If on the child's next expected session, they do not attend and we still haven't received notification of absence a further phone call will be made and the absence logged.
- The settings Designated Safeguarding Lead (DSL) will be informed.

If the pattern of non-attendance continues for a further two sessions, a letter will be hand delivered to the parents/carers at the home address kept on file. It will inform them of our concerns over attendance and the possible withdrawal of their child's place. We will continue our attempts to make contact with the parents/carers. Following receipt of the letter, if contact still hasn't been made by the parents/carers and the child continues to be absent the settings DSL will refer the matter to MASH. We will endeavour to support the family. If there are no child protection concerns, and after the above avenues have been explored, the child will be removed from the preschool register and the local authority informed if funding is applicable for the child.

## **4.7**

### **Child Health**

Pre-School children regularly come into contact with all manner of illnesses and you may even feel that it is a rare event that they are completely healthy! In cases of minor sniffles, where your child is behaving normally, then it is fine to bring your child into the pre-school. However if your child is unwell, then it is vitally important that your child stays home until they are fully recovered. Whatever the illness, it is essential that you speak to a member of staff if you have any concerns about your child's health, just so that we can make sure we can give your child the very best levels of care possible. If your child becomes ill whilst at the setting we will contact those names given to us to arrange for the child to be collected. The child shouldn't return to the setting until they have recovered and we may ask that they are taken to a doctor before returning. Here we have tried to help by identifying below some of the most common illnesses that pre-schoolers get and giving an indication of our policies towards them. For a complete list, see the document produced by Health Protection Agency.

**Important** - In these instances do not bring your child to pre-school (but do let us know)

- Vomiting and/or diarrhoea (keep them home for at least 48 hours after the last occurrence)
- Chicken Pox (stay home until all blisters have scabbed over and the child feels well, this is usually about 5 days after the rash appears)
- German Measles/Rubella (stay home for 6 days from the onset of the rash)
- Measles (do not come to the setting for at least 4 days from the onset of the rash)
- Any infection requiring prescribed antibiotics (allow 48 hours after starting the medication, before returning to the setting)
- Flu (keep children at home until they feel well)

**Bring your child to pre-school once treatment has started (and let us know)**

- Conjunctivitis
- Ringworm
- Head Lice
- Scabies

**Long term illness**

- Absence as a result of long term illness will be reviewed on an individual basis.
- Children with prolonged absence (due to illness), may need re-settling as per our 'Role of the key person and settling in' policy.

**Extended leave of absence**

- Occasionally families have to make extended visits overseas; we should be informed of any long term absence and be informed of the expected date of return.

- We will hold places open for a maximum of 4 weeks as long as funding/payment is made to cover the absence; after this we cannot guarantee the Child's place will still be available. In such circumstances the parents will need to re-apply.

## **4.8**

### **Early Years Foundation Stage (EYFS)**

The key person must help ensure that every child's learning and care is tailored to meet their individual needs.

#### **Early Years Foundation Stage (EYFS)**

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (DFE 2014) The EYFS 2014 is a framework produced by the Department of Education and sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning (see Learning and Development policy) to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

- The EYFS is based on four guiding principles: A Unique Child, Positive Relationships, Enabling Environments, Learning and Development
- Unique Child: we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured.
- We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement to encourage children to develop a positive attitude to learning.
- We value the diversity of individuals. All children and their families are valued and treated fairly regardless of race, religion, disability, English as an additional language or ability.
- Children with special educational needs and disabilities are identified and supported in liaison with the Special Educational Needs Co-ordinator (SENCo) and/or appropriate external agencies.
- We believe that all our children matter, and give our children every opportunity to achieve their best when planning for their learning and development (see policy on Learning and Development); we set realistic, challenging yet achievable next steps in learning.
- We promote the welfare of children and keep them safe.

- We promote good health by raising awareness, providing healthy snacks, preventing the spread of infection and taking appropriate action when children are ill.
- We aim to manage behaviour effectively in a manner appropriate for the child's individual needs and stage of development. (See Promoting Positive Behaviour policy).
- We maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

#### **4.9**

##### **Positive Relationships**

We recognise that children learn to be strong and independent from secure and trusting relationships.

- We aim to develop caring, respectful, professional relationships with the children and their families.
- We see parents as partners; we acknowledge that parents are their child's primary educator, we value the contribution they make and recognise and value the role that parents have played and will play in the education of their child.
- We reinforce this relationship through a welcoming, approachable practitioner/parent partnership.
- Regular parent meetings are offered to discuss their child's progress.
- All practitioners aim to develop good relationships with children through positive interactions and taking time to listen to them.
- Our key person system ensures the child and their family have a first point of contact.
- We ensure all adults who look after children are suitable to do so, in accordance with the EYFS statutory framework.

#### **5.0**

##### **Enabling Environments**

We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning; prior to planning challenging yet achievable activities and experiences to extend the Childs learning.

- The playroom is organised to allow children to explore and learn safely and securely.
- The playroom and outside areas are risk assessed daily.
- We ensure the premises, furniture and equipment are safe and suitable for purpose.
- There are areas within the playroom where children can be active, quieter and rest.
- The playroom is set up in 'learning' areas in accordance with the learning and development areas of the EYFS.
- Children are able to find and locate equipment and resources independently.

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The outside areas allow for play and exploration; allowing the use of senses, investigation and physical activity. Activities and resources are planned to help the children develop in all seven areas of learning.

## **5.1**

### **Learning and Development**

We understand that children develop and learn in different ways and at different rates. The seven areas of learning and development shape activities and experiences for children in our setting. We ensure that every child receives enjoyable and challenging learning and development experiences tailored to their individual needs. Progress is measured through the observation, assessment and planning cycle. Our planning takes the form of a long term plan 'rhythm of the year' which looks at various themes for each month.

### **Legal framework**

- Childcare Act 2006
- Protection of Children Act (1999)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)

### **Further guidance**

- Statutory Framework for the Early Years Foundation Stage, Department for Education 2012
- [www.early-education.org.uk](http://www.early-education.org.uk)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)

## 5.2

### Learning and Development

There are seven areas of learning and development that must shape educational programmes. All areas of learning and development are important and inter-connected.

#### Learning and Development

We understand and recognise that children learn and develop in different ways and at different rates. All children are supported in developing at their own pace. We value all seven areas of learning and development equally and understand that although there are prime and specific areas they are all inter-connected. We base our individual planning around the child's 'Characteristics of Effective Learning'. The EYFS is made up of seven areas of learning and development; three prime and four specific, these are: Prime: 1. Personal, Social and Emotional Development 2. Communication and Language 3. Physical Development Specific: 4. Literacy 5. Mathematics 6. Understanding the world and 7. Expressive arts and design

- We provide a wide range of child initiated and adult led activities to aid learning, develop independence and self-management.
- We observe, assess and plan based on the child's individual needs and interests.
- We plan learning experiences and opportunities based on the child's 'Characteristics of Effective Learning'.
- Positive partnerships and an understanding of the child's development is established in order to teach the child and make appropriate interventions where necessary.
- We aim to educate children on boundaries reinforcing them during carpet time.
- We allow children to take risks whilst teaching them how to recognise and avoid hazards.

#### Personal, social and emotional development

We offer a nurturing environment where children are given the opportunity to become a valued member of the group and are individually supported to develop confidence, autonomy and self-respect. They are encouraged to work and concentrate independently, to take part in the 'life' of the group and share, take turns and co-operate with other children and adults. Through activities and conversation children learn acceptable ways to express their own feelings, have a positive self-image, high self-esteem and learn to have respect for the feelings of others. We support children through all transitioning periods.

#### Communication and language

In both small and large groups, children are given the opportunity to talk, listen, communicate and respond to adults and each other. They are encouraged to extend their vocabulary and fluency of talking and listening through conversation, books, stories, songs and rhymes. We encourage children in the correct use of language and support children whose first language is not English;

### **Physical development**

Our range of activities and opportunities, both indoors and outdoors allows children to develop confidence and enjoyment in the use of their own physical movements. Children are given the opportunity to safely create and meet physical challenges whilst developing increasing control in moving, climbing and balancing. Children are also supported in the development of fine motor skills; required to use tools such as mark making tools and to handle small objects with increasing control and precision. Conversations, discussions, snacks and cooking activities provide children with the opportunity to understand the need to be healthy.

### **Literacy**

Our aim to provide an environment that is rich in print helps children to understand that written and/or printed symbols carry meaning and to be aware of the purpose for writing whilst preparing to mark make for themselves. Our attractive, well stocked book area ensures every child has the opportunity and is encouraged to become familiar with books; to be able to handle them carefully, look at them independently and be aware of their use for both reference as well as pictures and stories.

### **Mathematics**

Children are supported through a broad range of activities, free play and practical experiences to become familiar with sorting, matching, ordering, sequencing and counting. As they are supported to use their developing mathematical understanding to solve practical problems, they learn and use the vocabulary of mathematics, and learn to identify objects by position, shape, size, volume and number.

### **Understanding the world**

Our two outdoor spaces and trips outside of preschool allow children to explore their environment and natural world whilst learning about people and places. The indoor environment and activities provide the opportunity for children to problem solve, experiment, predict and question the world around them. The children are supported to recognise differences, patterns and to extend their technological understanding.

### **Expressive arts and design**

Children are supported to use a wide range of resources in order to express their own ideas; opportunities are created for children to explore art, design, technology, music and movement and imaginative role play.

**Playing and exploring:** children investigate and experience things and ‘have a go’ through exploration and varied learning experiences.

**Active learning:** children concentrate and keep on trying if they encounter difficulties, and enjoy achievements, they are ‘motivated’ to learn.

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**Creating and thinking critically:** children have and develop their own ideas, make links between ideas, and develop strategies for doing things, we support children to make connections.

### **Legal framework**

- Childcare Act 2006

**Further guidance:** [www.education.gov.uk](http://www.education.gov.uk) Department for Education 2012

### **5.3**

#### **Staff**

Staffing arrangements must meet the needs of all children and ensure their safety

#### **Staffing**

We provide a staffing ratio in line with the Safeguarding and 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 enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

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

- Children aged two years: 1 adult: 4 children: - at least one member of staff holds a full and relevant level 3 qualification; and - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult: 8 children: at least one member of staff holds a full and relevant level 3 qualification; and at least half of all other staff hold a full and relevant level 2 qualification.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over between the hours of 8am and 4pm as follows: there is at least one member of staff for every 13 children; and at least one other member of staff holds a full and relevant level 3 qualification. □
- The number of children for each key person takes into account the individual needs of the children and the capacity of the individual key person to manage their cohort.
- We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.
- A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or deputy.
- Our staff, students and volunteers inform their colleagues if they have to leave the room or outdoor area and tell colleagues where they are going.
- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.

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- We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship.
- The key person plans with parents for the child's well-being and development in the setting.
- The key person meets termly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold termly staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

**Other useful Pre-school Learning Alliance publications**

- Employee Handbook (2012)
- Recruiting Early Years Staff (2016)
- People Management in the Early Years (2016)

## 5.4

### Staff Absence

Staffing arrangements must meet the needs of all children and ensure their safety.

#### Staff absence

Our aim is to ensure staff absence due to short and long term illness is managed in accordance with best practice, relevant legislation and meets the safeguarding needs of all the children attending the setting.

- Employees must notify the manager on their first day of absence, as soon as possible and before 8:00am, giving the reason for their absence and an indication of their length of absence.
- It is the employee's responsibility to keep the manager informed of their period of absence.
- For periods of absence that last 7 days or less the employee may self-certify; for absences over 7 days the employee must obtain a medical certificate from their GP.
- If an employee fails to provide a medical certificate the absence may be rendered unauthorised and may result in disciplinary action.
- In the event of absence due to long term sickness and with the authorisation of the employee, the preschool may seek a medical report from the employees GP, and/or may refer the employee for an independent medical assessment or occupational health appointment.
- Upon receipt of the medical report a meeting will be arranged with the manager to discuss the content.
- Employees are paid for the first 10 days of 'sickness' absence in each academic year; September July (where stated in their contract of employment); this includes vomiting and diarrhoea, any other sickness and leave for dependant's care.
- Any periods of absence after the 10 days 'paid' period will be unpaid and after 4 consecutive days of absence the employee may claim Statutory Sick pay.
- We monitor staff absence regularly and feed this back to individuals at each of their supervisions.
- Absence is identified and steps taken to improve working conditions (if applicable) and promote health, safety and welfare of employees.
- All cases of absence are treated fairly, consistently and in a constructive manner.

A back to work interview takes place between the manager and employee when the employee returns to work, and within 2 days.

- Ongoing absence (not due to illness), absence without permission and non-compliance with this policy will result in disciplinary action and may result in dismissal.
- Employees returning to work following a period of long term sickness may need a period of rehabilitation and 'refresher' training.

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- Where an employee is considered disabled, the Disability Discrimination Act 2005 and Equality Act 2010 places an obligation on the preschool to consider adjustments to the employees working arrangements.
- Employees on short term sickness who have followed the correct reporting procedure should not be contacted at home unless there is an urgent, justified reason.

**Further guidance**

- [www.gov.uk](http://www.gov.uk)
- [www.acas.org.uk](http://www.acas.org.uk)

## 5.5

### Grievance

Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers.

#### Grievances

Our aim is to allow grievances to be settled quickly, fairly and within Smiling Faces Preschool; whilst allowing employees the opportunity to appeal to a higher level if necessary (i.e. employment tribunal). This policy applies to all Smiling Faces employees who are directly employed by the preschool and covers all matters which may become a source of grievance, excluding: □

- Those concerned with disciplinary action unless the disciplinary action amounts to discrimination, or the action was not taken on the grounds of the employees conduct or capability.
- Decisions on strategic business issues, which are taken by the management committee, but not excluding the operational impact of those decisions

We encourage free interchange and communication between the Lead Practitioner and staff. This ensures that questions and problems can be aired and resolved quickly and that grievances are settled informally.

#### Informal procedure:

- Employees are encouraged to raise concerns verbally with their manager prior to raising a formal grievance.

#### Formal procedure:

- Statement of grievance: Employees must provide in writing, the nature of the alleged grievance and send the written complaint to the manager; this forms the statement of grievance.
- Where the grievance is against the manager the matter should be raised with the deputy.

#### The grievance meeting:

- Normally within 5 working days of receiving a grievance, the manager will write to the employee, inviting them to attend a meeting where the alleged grievance can be discussed.
- The meeting should be scheduled to take place as soon as reasonably possible, and normally at least 5 working days' notice of this meeting should be provided to the employee.
- Employees are entitled to be accompanied at a grievance meeting by a trade union representative or by a work colleague.

- Employees are required to take all reasonable steps to attend the meeting. However, should a reasonably unforeseen reason prevent either the employee, manager or their companions from attending the meeting, it must be rearranged.
- Should an employee's companion be unable to attend then the employee should make contact within 5 days of the date of the letter to arrange an alternative date that falls within 10 days of the original date provided.
- These time limits may be extended by mutual agreement.
- At the meeting the employee must inform the manager what the basis for the complaint is.
- After the final meeting, the manager must write to the employee informing them about any decision and offering the right of appeal. This letter should be sent within 10 working days of the grievance meeting and should include the details of how to appeal.

## **5.6**

**Appeal:** Should the employee consider that the grievance has not been satisfactorily resolved, then they must set out their grounds of appeal in writing within 7 working days, of receipt of the decision letter, confirming that they wish to appeal against the decision or failure to make a decision.

- Within 5 working days of receiving an appeal letter, the employee should be written to inviting him/her to attend an appeal hearing where the alleged grievance can be discussed.
- The appeal meeting should be scheduled to take place as soon as reasonably possible.
- Employees are required to take all reasonable steps to attend the meeting. However, should a reasonably unforeseen reason prevent either the employee, manager or their companions from attending the meeting, it must be rearranged.
- Should an employee's companion be unable to attend then the employee should make contact within 5 days of the date of the letter to arrange an alternative date that falls within 10 days of the original date provided.
- These time limits may be extended by mutual agreement.
- After the appeal meeting, the appeal hearing manager must write to the employee informing them of the employer's final decision.
- This letter should be sent within 10 working days of the appeal hearing.
- This is the final stage of the procedure.

### **Further guidance**

- [www.gov.uk](http://www.gov.uk)
- [www.acas.org.uk](http://www.acas.org.uk)

## 5.7

### Disciplinary

All providers must investigate written complaints relating to their fulfilment of the EYFS.

#### Disciplinary

We aim to encourage all employees to achieve a high standard of conduct and work performance and aim to provide a fair, effective and consistent method of dealing with disciplinary matters.

- Employees are expected to know the standard of conduct and work performance expected of them.
- Employees will be provided with a management statement of the case prior to any disciplinary meeting and will be allowed to respond to any alleged fault or failing at the meeting.
- An employee is entitled to be accompanied by a trade union representative to a disciplinary meeting or work colleague employed by the setting.
- For minor or isolated infringements of rules or expected behaviour, they should give employees informal advice, coaching and counselling as part of their supervisory duties.
- Where an employee's conduct or performance fails to improve as a result of advice, coaching or counselling, or where the offence is more serious, then the disciplinary procedure will be applied.
- Except in cases of gross misconduct, no employee will be dismissed for a first offence.
- Gross misconduct is a category which can include: Theft, fraud and deliberate falsification of records, physical violence, serious bullying or harassment, deliberate damage to property, serious insubordination, misuse of the settings property or name, bringing the organisation into serious dispute, serious incapacity whilst on duty brought on by alcohol or illegal drugs, serious negligence which causes or might cause unacceptable loss, damage or injury.

#### Serious infringement of health and safety rules

- Serious breach of confidentiality (subject to the public interest (disclosure) act 1998)
- Serious failure to comply with procedures that safeguard children.
- Steps prior to deciding to take disciplinary action: When any incident of misconduct or negligence or poor performance is alleged to have occurred, the manager must first establish the facts to decide whether there is a need for a disciplinary interview.
- Where appropriate/possible, signed written statements will be obtained as quickly as possible from the individual(s) concerned and should include where possible, dates, times, details of those present and the issues of concern.
- Key steps in taking disciplinary action, standard procedure management statement of grounds for action and invitation to a meeting.

- Following an appropriate investigation, the manager must prepare a written statement of the employee's alleged conduct or characteristics, or of the circumstance which have led to the contemplation of taking disciplinary action.
- The manager will send the statement to the employee including any evidence that will be relied upon at the meeting and, invite her/him to attend a disciplinary meeting to discuss the matter.
- The employee will also be informed of their right to be accompanied at the meeting. Employees will be given an appropriate amount of notice of the meeting in order to prepare their response.

**The disciplinary meeting:** A disciplinary meeting will take place before any disciplinary action is taken, (except where the action in question consists of suspension pending a disciplinary meeting).

- At the meeting, the manager will ensure that the circumstances of the complaint against the employee are fully discussed and that the employee is provided with an opportunity to respond to the management case.
- The manager will then decide whether or not to issue a disciplinary penalty.
- The outcome of the disciplinary meeting will be confirmed in writing within 10 working days, to include the right of appeal and to whom to address any appeal letter.

**The appeal:** Any employee who feels they have been disciplined unfairly may appeal in writing to the person named in the disciplinary letter. All appeals must be submitted in writing, clearly set out the grounds for appeal, within 7 working days of the date of the disciplinary meeting letter. Normally an appeal meeting will be arranged with the employee together with the manager, who issued the disciplinary penalty, within 15 working days of the employee's request.

- Appeals will normally be held within 15 working days of the date of the original disciplinary meeting.
- A letter detailing the outcome of the appeal will be issued within 10 working days of the appeal meeting.

### **Disciplinary penalties:**

The manager will not issue any disciplinary penalties without a formal meeting.

- There are five disciplinary penalties, which may result from misconduct: Formal verbal warning (first formal warning), written warning, final written warning, dismissal with notice and summary dismissal.
- The gravity of the offence will determine which disciplinary penalty is issued.
- Formal verbal warning: Minor breaches of organisational discipline, misconduct or time keeping, or failure to meet performance criteria, may result in a formal verbal warning given by the manager. The manager may give this at a disciplinary meeting with the employee. This warning should be confirmed in writing. If the warning relates to unsatisfactory performance, then it should set out: the performance required,

the improvement required, the timescale for improvement, any review date, any support that can be offered to assist the employee to improve their performance.

- If the warning relates to conduct, then the nature of the misconduct and the change in behaviour required will be set out in the warning letter.
- The employee may be accompanied at the meeting by a work colleague or a trade union representative.
- The warning will be placed on the employee's personnel file. After a period of three months, if no further disciplinary action has been found necessary and the minor breach has been resolved, the warning will expire.

**Written warnings:** If the infringement is regarded as more serious, or the employee's work or conduct are considered unsatisfactory after they have received a formal verbal warning and after a period of time has elapsed in which the employee has had time to remedy their work or conduct, a disciplinary meeting conducted by the manager will be held.

- The employee will be informed of the nature of the complaint and such evidence as may exist, and will be given an opportunity to respond. The employee will be told of the decision and given a letter of confirmation within 10 working days of the disciplinary meeting. The written confirmation will state: the date of the disciplinary meeting and those present, the penalty imposed, details of the misconduct, poor performance or poor time keeping that has occasioned a warning and the performance required or the change in behaviour required. The timescales for performance improvement, where appropriate, details of any necessary action to remedy the situation, any period of review, extra training or supervision etc., or the possibility for redeployment/demotion.
- That any further misconduct etc. will result in a further disciplinary meeting and will result in dismissal with appropriate notice. That there is right of appeal, after a period of six months, if no further disciplinary action has been found necessary and the minor breach has been resolved, the warning will expire.

**Final written warning:** If the employee's work or conduct fails to improve, or where the infringement is sufficiently serious, the manager will follow the same procedures as for issuing a written warning. If proven, a final warning, which will be in writing, will be given to the employee warning that any further misconduct will result in dismissal with appropriate notice. After a period of twelve months, if no further disciplinary action has been found necessary and the breach has been resolved, the warning will expire.

**Gross misconduct:**

- Employees dismissed with notice will be paid for this notice period. An employee may be dismissed without notice if there has been an act of gross misconduct, or a major breach of duty or conduct that brings the organisation into disrepute. The employee will be suspended with pay while the circumstances of the alleged gross misconduct are investigated.
- A dismissal must be confirmed in writing within 10 working days of the date of the disciplinary interview. As well as covering the points in paragraphs 'written

warnings', the letter will also include details of any outstanding money owed to the employee, how and when it will be paid and the final date of employment.

- Where a member of staff is dismissed from the organisation or internally disciplined because of misconduct relating to a child, we will inform the Department for Education and Skills, Ofsted and follow Local Safeguarding Children Board guidelines.

### **Suspension:**

- Suspension should be used sparingly, in circumstances where the manager needs to conduct an investigation prior to a hearing where it is felt that the impact of not suspending the employee during the period would be more detrimental than suspending them.
- Cases which involve potential gross misconduct will usually result in suspension, particularly when relationships have broken down or where the setting's property or responsibilities to other parties are involved, or where the employee's presence may prejudice the inquiry.
- Suspension will be kept brief and reviewed to ensure that it is not unnecessarily protracted.

### **Timescales:**

- Employees are required to take all reasonable steps to attend the hearing. However, should, for a reasonably unforeseen reason, either the employee, the manager or their companions be unable to attend the meeting, it must be rearranged.
- Should an employee's companion be unable to attend the employee should make contact within 5 days of the date of the letter to arrange an alternative date that falls within 10 days of the original date provided.
- Time limits maybe extended by mutual agreement.
- Amendments to the policy: These procedures may not apply where there is a significant threat of violence or harassment. Under these circumstances the manager should be contacted.

### **Further guidance**

- [www.gov.uk](http://www.gov.uk)
- [www.acas.org.uk](http://www.acas.org.uk)

## **5.8**

### **Supervisory and Appraisal meeting**

Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

### **Supervisory and appraisal meetings**

High quality performance management is one of the most important elements in ensuring positive outcomes for children and their families. It also has a crucial role to play in the development, retention and motivation of the early years and childcare workforce.

Supervision will support, direct and monitor the work of the supervisee; enabling and empowering professional and personal development. The notes from previous supervision meetings will be reviewed and staff will be supported to explore and reflect upon their work with children and families – including any safeguarding issues. Supervision will provide an opportunity to reflect on practice and contribute towards developing confident and competent staff groups. All of these are known to be important in establishing safe organisations where children are safeguarded from harm.

Following a successful probationary period, the manager will hold supervisory meetings once each term with each employee. During the probationary period, meetings will be held monthly until the end of the probation period.

### **Supervisions**

Supervision is a confidential, regular, face to face meeting, between a member of staff and their manager, provided at a time and date that is suitable for both parties, (agreed in advance). It is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents. Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development. Supervision enables manager and staff to examine and reflect on the quality of their practice and to facilitate discussion.

### **Supervision provides opportunities for staff to:**

- Provide a regular ‘safe space’ for staff/volunteers to be supported and reflect upon their work and all areas affecting their health wellbeing
- Assess staff/volunteer’s suitability to work with young children, review any changes regarding the Health Declaration and DBS check.
- Develop understanding and skills within their work and direct to training as appropriate
- Be praised or constructively challenged as appropriate; receive coaching to improve their personal effectiveness

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- Clarify priorities
- Monitor and reflect on personal performance and caseload; including individual cases, identify strengths and improve practice
- Discuss and agree targets, tasks and objectives which need to be carried out and record progress on these including set timescales and deadlines
- Recognise and resolve potential and existing problems
- Discuss how personal factors are affecting work and provide support
- Moderate, observe practice and review judgements to ensure accurate and consistent assessment of children's developmental milestones/concerns about children

While the areas of discussion and issues that arise are likely to change over time, the meetings are an opportunity to discuss:

- The development and well-being of each key child, agreeing a schedule of actions;
- Workload;
- Concerns or team issues;
- Relations with parents/carers;
- Setting performance;
- Training and development;
- Progress following previous supervision; and
- Time management.

The above areas, provide a structure for the content of a supervision meeting. However, line managers and employees should feel comfortable in these meetings to discuss any queries or concerns that they have.

- Sufficient time is set aside for them; usually 60 minutes, and they take place without distractions or restrictions as to the areas that can be covered.
- These meetings do not replace the annual appraisal, but are in addition to it. A written record, agreed and signed by the line manager and employee, of every supervisory meeting is kept to show what was discussed and what action needs to be taken, the member of staff will receive a copy of the records. The original copies will be kept in the staff file, held for a period of 12 months before being shredded and destroyed.

Supervision will promote and model the following indicators of a safe setting:

- Staff will be treated in an anti-discriminatory manner
- Staff are respectful to all employees as well as children
- Staff are given clear objectives and standards
- Staff are open about discussing good and poor practice
- Blame only occurs in extreme circumstances
- Leaders model the appropriate behaviour
- Staff are knowledgeable about the vulnerability of the children that they look after
- Children are listened to
- Staff are listened to and empowered to challenge poor practice

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- Parents are encouraged to be involved in planning their child's care and are welcomed into the provision
- Staff are valued
- The culture of the setting is embedded and fortified
- Whistle-blowing procedures are in place and staff know how to use them

### **Appraisals**

Appraisals are annual meetings to review a staff members' performance over the previous year, set targets for the next year and discuss any training needs / CPD (Continuing Professional Development) linked to the setting business plan and quality improvement plan.

- The manager (appraiser) is making an assessment of performance against the Job Description and as such will use the Job Description, previous year's objectives, relevant action points from team meetings.
- To validate the assessments, evidence will be collated to illustrate any points that are made. Examples may include positive comments from parents, ideas presented for activities that have been successful for the children, attendance records, complaints or the implementation of change and learning following the completion of training; or development plans set at previous appraisals or supervisions.
- If the appraisal is with a new staff member, then the induction notes will help to identify progress.
- The appraisal form can also offer a unique opportunity for an employer to gain feedback on the business and to ask for comments on specific issues which may affect staff welfare; for example, work/life balance issues, length of journey time, staff facilities or even general staff morale within the provision or group.

### **Confidentiality**

Although this is a confidential document, it is also an organisational document which does not belong solely to the manager. However, only under certain circumstances can others access these documents. For example, they may be accessed as part of:

- A grievance procedure
- A disciplinary procedure
- An internal/external inquiry
- A complaints procedure In addition to the above information, it is important that staff members continue to raise concerns as they arise and not wait until their supervision meeting or annual appraisal.

### **Legal framework**

- Supervision is a legal requirement in the revised EYFS Statutory Framework (2014) supervision of staff becomes a 'must' rather than the 'should' it was in the previous EYFS (2012).

### **Further guidance**

- Further guidance can be sought from Safeguarding through Effective Supervision (Pre-school Learning Alliance 2013) which provides an overview of the safeguarding and child protection systems, along with an exploration of the structure and content of the supervision process, which together will enable staff and managers to safeguard the children in their care.

## **5.9**

### **Health**

#### **Administering medication**

Providers must have and implement a policy, and procedures, for administering medicines. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up-to-date.

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

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

The manager is the person responsible for the correct administration of medication to children. 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 manager, the deputy is responsible for the overseeing of administering medication.

- Children taking prescribed medication must be well enough to attend the setting.
- We only usually administer medication when it has been prescribed for a child by a doctor (or other medically qualified person). It must be in-date and prescribed for the current condition.
- Non-prescription medication, such as pain or fever relief (e.g. Calpol) and teething gel, may be administered, but only with prior written consent of the parent and only when there is a health reason to do so, such as a high temperature.
- Children under the age of 16 years are never given medicines containing aspirin unless prescribed specifically for that child by a doctor. The administering of un-prescribed medication is recorded in the same way as any other medication.

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- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children. On receiving the medication, the manager check that it is in date and prescribed specifically for the current condition.

Parents must give prior written permission for the administration of medication.

- The manager will ask the parent to sign a consent form stating the following information.
- No medication may be given without these details being provided: the full name of child and date of birth; the name of medication and strength; who prescribed it; the dosage and times to be given in the setting; the method of administration; how the medication should be stored and its expiry date; any possible side effects that may be expected; and the signature of the parent, their printed name and the date.
- The administration of medicine is recorded accurately in our medication record book each time it is given and is signed by the person administering the medication and a witness.
- Parents are shown the record at the end of the day and asked to sign the record book to acknowledge the administration of the medicine.
- The medication record book records the: -name of the child; -name and strength of the medication; name of the doctor that prescribed it; date and time of the dose; dose given and method; signature of the person administering the medication [and a witness]; and -parent's signature.
- We use the Pre-school Learning Alliance Medication Administration Record book for recording the administration of medicine and comply with the detailed procedures set out in that publication.
- If the administration of prescribed medication requires medical knowledge, we obtain individual training [for the relevant members of key 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.
- The medication record book is monitored to look at the frequency of medication given in the setting. For example, a high incidence of antibiotics being prescribed for a number of children at similar times may indicate a need for better infection control.

### **Storage of medicines**

- All medication is stored safely in a locked cupboard or refrigerated as required.
- Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- 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 in the setting to be administered on a regular or as-and-when- required basis.

- Key persons check that any medication held in the setting, is in date and return any out of date medication back to the parent.
- Medicines are stored in the lockable box situated in the kitchen.
- Medicines which require refrigeration are stored in the kitchen on the top shelf of the fridge in a labelled box 'medication'.
- Staff are made aware of this during their induction process.

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

- We carry out a risk assessment for each child with a long term medical condition that requires on-going medication. This is the responsibility of our manager 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 setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.
- 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 adults who care for the child.
- The health care plan should include the measures to be taken in an emergency.
- We review the health care plan every six months, or more frequently 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, the key person for the child will accompany the children with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication.
- Inside the bag is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above.

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- On returning to the setting the card is stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication.
- Inside the bag is a copy of the consent form signed by the parent.
- This procedure should be read alongside the outings procedure.

### **Legal framework**

- The Human Medicines Regulations (2012)

### **Other useful Pre-school Learning Alliance publications**

- Medication Record (2013)
- Daily Register and Outings Record (2012)

## **6.0**

### **Managing children who are unwell**

The provider must promote the good health of children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.

### **Managing children who are sick, infectious, or with allergies**

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

### **Procedures for children who are sick or infectious**

- If children appear unwell during the day, for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach we call the parents and ask them to collect the child, or to send a known carer to collect the child on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water, but kept away from draughts.
- The child's temperature is taken using a thermometer, kept in the first aid box.
- If the child's temperature does not go down and is worryingly high, then we may give them Calpol or another similar analgesic, after first obtaining verbal consent from the parent where possible.
- This is to reduce the risk of febrile convulsions, particularly for babies. Parents sign the medication record when they collect their child.
- In extreme cases of emergency, an ambulance is called and the parent informed.

- Parents are asked to take their child to the doctor before returning them to the setting; we can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics for an infectious illness or complaint, we ask parents to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, we ask parents to keep children home for 48 hours following the last episode.
- Some activities, such as sand and water play, and self-serve snacks where there is a risk of cross contamination may be suspended for the duration of any outbreak.
- The full list of excludable diseases and exclusion times is obtainable from [www.hpa.org.uk/webc/HPAwebFile/HPweb\\_C/1194947358374](http://www.hpa.org.uk/webc/HPAwebFile/HPweb_C/1194947358374) and includes common childhood illnesses such as measles.

### **Reporting of ‘notifiable diseases’**

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

### **HIV/AIDS/Hepatitis**

- HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids.
- Hygiene precautions for dealing with body fluids are the same for all children and adults.
- We wear single-use vinyl gloves and aprons when changing children’s nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Use protective rubber gloves for cleaning where applicable.
- Bag clothing for parents to collect.
- Clear spills of blood, urine, faeces or vomit using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.
- Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit using a disinfectant.

### **Nits and head lice**

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

### **Procedures for children with allergies**

When children start at the setting we ask their parents if their child suffers from any known allergies. This is recorded on the Registration Form.

- If a child has an allergy, we complete a risk assessment form to detail the following: -  
The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc)
- The nature of the allergic reactions (e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc).
- What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
- Control measures such as how the child can be prevented from contact with the allergen.
- Review measures.
- If applicable this risk assessment form is kept in the child's personal file.
- Generally, no nuts or nut products are used within 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**

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

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### **Life-saving medication and invasive treatments:**

- These include adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).
- We must have: a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
- written consent from the parent or guardian allowing our staff to administer medication; and
- Proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
- Copies of all three documents relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal. Written confirmation that the insurance has been extended will be issued by return.
- Key person for special needs children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc. Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- The key person must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.
- Copies of all letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal.
- Written confirmation that the insurance has been extended will be issued by return.  
This policy was adopted by (name of provider) On (date) Date to be reviewed (date)  
Signed on behalf of the provider Name of signatory Role of signatory (e.g. chair, director or owner)

### **Other useful Pre-school Learning Alliance publications**

- Good Practice in Early Years Infection Control (2009)
- Medication Administration Record (2013)

## **6.1**

### **Recording and reporting accidents and incidents**

Providers must keep a written record of accidents or injuries and first aid treatment.

#### **Recording and reporting of accidents and incidents**

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

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

#### **Reporting accidents and incidents**

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

Information for reporting incidents to the Health and Safety Executive is provided in the Pre-school Learning Alliance's Accident Record publication. Any dangerous occurrence is recorded in our incident book (see below).

### **Incident book**

- We have ready access to telephone numbers for emergency services, including the local police.
- Where we are not responsible for the premises we have contact numbers the person who to contact for the gas and electricity emergency services, a carpenter and plumber.
- We ensure that our staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.
- On discovery of an incident, we report it to the appropriate emergency services – fire, police, and ambulance if those services are needed.
- If an incident occurs before any children arrive, our manager risk assesses this situation and decides if the premises is safe to receive children. Our manager may decide to offer a limited service or to close the setting.
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our Fire Safety and Emergency Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing.
- If a crime may have been committed, we ask all adults witness to the incident make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
- We keep an incident book for recording major incidents, including some of those that that are reportable to the Health and Safety Executive as above.
- These incidents include: a break in, burglary, or theft of personal or our setting's property; an intruder gaining unauthorised access to our premises; a fire, flood, gas leak or electrical failure; an attack on an adult or child on our premises or nearby; any racist incident involving families or our staff on the setting's premises; a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our premises; the death of a child or adult; 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, is also 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 and Emergency and Evacuation Policy will be followed and our staff will take charge of the children.
- The incident is recorded when the threat is averted.
- In the unlikely event of a child dying on our premises, the emergency services are called and the advice of these services are followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the children's incident book.

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### **Legal framework**

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (As Amended)

### **Further guidance**

RIDDOR Guidance and Reporting Form: [www.hse.gov.uk/riddor](http://www.hse.gov.uk/riddor)

### **Other useful Pre-school Learning Alliance publications**

- Accident Record (2013)
- Reportable Incident Record (2012)

## **6.2**

### **Nappy change**

Providers must ensure there are suitable hygienic changing facilities for changing any children who are in nappies.

#### **Nappy changing**

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. 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 provide nappy changing facilities and exercise good hygiene practices 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.

- Nappies are changed at least once a session, or more frequently where necessary.
- Our changing area is safe where children can lay down.
- Our staff put on gloves and aprons before changing starts and the area is prepared.
- All our staff are familiar with our hygiene procedures and carry these out when changing nappies.
- Our staff never turn their back on a child or leave them unattended whilst they are on the changing mat or toilet.
- We are gentle when changing; we avoid pulling faces and making negative comments about 'nappy contents'.
- We do not make inappropriate comments about children's genitals when changing their nappies.
- In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children.
- We encourage children to take an interest in using the toilet; they may just want to sit on it because a friend who is also using the toilet.
- We encourage children to wash their hands, and have soap and towels to hand.
- Older children access the toilet when they have the need to and are encouraged to be independent but is always escorted by a permanent member of staff.
- We dispose of nappies and pull ups hygienically. All nappies or pull ups are bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are bagged for parents to take home.
- We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect [and will be a disciplinary matter].

### **6.3**

#### **Food and Drink**

Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious.

#### **Food and drink**

We regard snack and meal times as an important part of our day. Eating represents a social time for children and adults, and helps children to learn about healthy eating. We promote healthy eating using resources and materials from the Pre-school Learning Alliance. At snack times, we aim to provide a healthy option, which meets the children's individual dietary needs.

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

- Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies. (See the Managing Children who are Sick, Infectious or with Allergies Policy.)
- We record information about each child's dietary needs in the Registration Form.
- We regularly consult with parents to ensure that our records of their children's dietary needs including any allergies are up to date.
- We display current information about individual children's dietary needs so that all our staff and volunteers are fully informed about them.
- We display the snacks for parents to view.
- We use snack times to help children to develop independence through making choices.
- 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 healthy choices.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.

#### **Packed lunches**

For children doing 9am-3pm will need to bring a packed lunch.

- We ensure parents are reminded about nut allergy and nothing containing nuts should be packed as lunch.
- We inform parents of our policy on healthy eating.
- We inform parents we have facilities to microwave cooked food brought from home.
- Encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts, such as yoghurt. 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.

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- We ensure that adults sit with children to eat their lunch and snacks so that mealtime is a social occasion.

### **Legal framework**

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

### **Further guidance**

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

### **Other useful Pre-school Learning Alliance publications**

- Nutritional Guidance for the Under Fives (Ed. 2010)
- The Early Years Essential Cookbook (2009)
- Healthy and Active Lifestyles for the Early Years (2012)

## **6.4**

### **Food Hygiene**

Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious. We provide and/or serve food for children on the following basis: Snacks and packed lunches.

- Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home. Food preparation areas are cleaned before and after use.
- There are separate facilities for hand washing and for washing-up. - All surfaces are clean.
- All utensils, crockery etc. are clean and stored appropriately.
- Children do not have unsupervised access to the kitchen.

### **Reporting of food poisoning Food poisoning can occur for a number of reasons**

Not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.

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

### **Legal framework**

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

### **Further guidance**

Safer Food Better Business (Food Standards Agency 2011)

## **6.5**

### **Managing Behaviour**

Managing behaviour Providers must have and implement a behaviour management policy and procedures.

#### **Promoting positive behaviour**

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

- We will attend relevant training to help their understanding and implementation of positive behaviour
- Implement the setting's behaviour procedures
- Ensure all staff complete the Promoting Positive Behaviour programme, on Educare (<http://preschool.educare.co.uk>)
- We address unwanted behaviours using the agreed and consistently applied initial intervention approach.
- If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the manager and Special Educational Needs Coordinator (SENCO).
- During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context.
- Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remain a concern then the key person and behaviour coordinator should liaise with parents to discuss possible reasons for the behaviour and to agree next steps.
- If a cause for the behaviour is not known or only occurs whilst in the setting then the keyworker will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through an Individual Education Plan at Early Years Action of the Special Educational Needs Code of Practice (SENCOP).

- If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the IEP and help implement the actions.
- The plan should be monitored and reviewed regularly by the keyworker and SENCO until improvement is noticed.

If, despite applying the above approaches, the behaviour continues to give occur and/or is of significant concern, then the keyworker and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.

- At this point, the child will be placed on Early Years Action plus (EYA+).
- It may also be agreed that Early Help process should begin and that specialist help be sought for the child if deemed necessary, this support may address either developmental or welfare needs. (See Supporting Children with SEN)
- If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy).
- Advice provided by external agencies at EYA+ should be incorporated into the child's IEP and regular multidisciplinary meetings held to review the child's progress.

### **Initial intervention approach**

- We use an initial problem solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This is as follows: An adult will calmly approach the situation and speak to the child about their behaviour, stopping any hurtful actions and explain why it is inappropriate to behave in such a way at preschool whilst supporting the child to resolve the situation themselves. If the conflict continues the child will be taken away from the other children in a 1.2.1 situation with an adult; information will be gathered, the issue restated allowing the child to reflect on their behaviour and acknowledge the feelings of all those involved. In instances of violent behaviour (only); the child will be removed from the playroom and the keyworker will take the child into another room allowing the child to regain control of the situation and resolve.

### **Focused intervention approach**

The reasons for some types of behaviour are not always apparent, despite the knowledge and input from staff and parents. Where we have considered all possible reasons, then a focused intervention approach should then be applied.

- This approach allows the key person and behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity that occurred immediately before a particular behaviour, b) what behaviour

was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

### **Use of rewards**

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

### **Use of physical intervention**

The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child’s attention.

- Staff will not use physical intervention or the threat of physical intervention, to manage a child’s behaviour unless it is necessary to use “reasonable force in order to prevent children from injuring themselves or others or damage property” (EYFS).
- If “reasonable force” has been used for any of the reasons shown above, parents will be informed on the same day that it occurs.
- The intervention will be recorded as soon as possible within the settings incident book, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind is never used or threatened as it could adversely affect a child's well-being.

### **Further guidance**

- Special Educational Needs Code of Practice (DfES 2001)

### **Other useful Pre-school Learning Alliance publications**

- Reflecting on Behaviour (2010)
- The Social Child (2007)

## **6.6**

### **Safety and Suitability of Premises, Environment and Equipment**

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises. The provider must also promote the good health of children attending the setting.

#### **Health and safety general standards**

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

- We aim to make children, parents, staff and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

#### **Insurance cover**

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in

#### **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.
- We explain health and safety issues to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.
- We operate a no-smoking policy.
- We make children aware of health and safety issues through discussions, planned activities and routines.

#### **Windows**

- Low level glass windows (within the glass doors) are made from materials that prevent accidental breakage and we ensure that they are made safe.
- We ensure (as far as possible) that windows are protected from accidental breakage or vandalism from people outside the building.

#### **Doors**

- We take precautions to prevent children's fingers from being trapped in doors.
- We ensure that door directly to the playroom is securely closed.

#### **Floors and walkways**

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

### **Electrical/gas equipment**

- We ensure that all electrical/gas equipment conforms to safety requirements and is checked regularly (informed by the maintenance officer).
- Boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Electric sockets, wires and leads are properly guarded and we teach the children not to touch them.
- There are sufficient sockets in our setting to prevent overloading.
- We switch electrical devices off from the plug after use.
- We ensure that the temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas of our setting.

### **Storage**

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

### **Outdoor area**

- Our outdoor area is securely fenced.
- All gates and fences are childproof and safe.
- Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that sun cream is applied and hats are worn during the summer months.
- We supervise outdoor activities at all times; and particular children on climbing equipment.

### **Hygiene**

- Our daily routines encourage the children to learn about personal hygiene.
- The Cleaner does the overall cleaning of the playroom, however we do a daily cleaning of the toys and furniture after use.
- Children do not have unsupervised access to the toilets.
- We have a schedule time to deep clean resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene, including hand washing and drying towels.
- Nappies are disposed in a separate bin outside.
- We implement good hygiene practices by: cleaning tables between activities; checking toilets before children use and wearing protective clothing such as aprons and disposable gloves as appropriate; providing tissues and wipes.

### **Activities, resources and repairs**

Before purchase, we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.

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

### **Jewellery and accessories**

- Our staff do not wear 'dangly' jewellery or fashion accessories, such as belts or high heels that may pose a danger to themselves or children.
- Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.

### **Safety of adults**

- We ensure that adults are not left on their own in the building.
- We record the sickness of staff and their involvement in accidents. The records are reviewed half termly to identify any issues that need to be addressed.

### **Legal framework**

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

### **Further guidance**

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

## **6.7**

### **Maintaining children's safety and security on premises**

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises. We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

#### **Children's personal safety**

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

#### **Security**

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of staff, volunteers and visitors are recorded.
- Our systems prevent children from leaving our premises unnoticed.
- We only allow access to visitors with prior appointments.
- Our staff check the identity of any person who is not known before they enter the premises.
- We keep front doors and door leading into playroom locked shut at all times. Back doors are kept locked shut at all times where they may lead to a public or unsupervised area.
- The personal possessions of staff and volunteers are securely stored during sessions.
- Minimal petty cash is kept on the premises.

#### **Other useful Pre-school Learning Alliance publications**

- Managing Risk (2009)

## **6.8**

### **Bad Weather**

Providers must have a clear and well understood policy, for assessing any risks to children's safety.

#### **Bad weather**

We maintain the highest levels of safety for our children, their families, staff and volunteers. In the event of bad weather which makes it unsafe to travel to and from preschool and remain open the preschool will close.

- In the event of heavy snowfall, icy conditions, flooding or an indoor temperature of below 16°C preschool will close.
- We will remain closed whilst travelling to and from preschool poses a risk to our children, staff and volunteers.
- The decision to close will be made by the manger.
- The decision to close will be made by 8:00am on the day of proposed closure; parents/carers and staff will be notified after this time via text, email and Facebook page.
- If bad weather is predicted, we will make parents aware of a possible closure and ask they check these forums regularly for updated information.
- A full refund of any fees paid for closure days will be issued.

#### **Further guidance**

- [www.hse.gov.uk](http://www.hse.gov.uk)

## **6.9**

### **Enforced closure**

Occasionally it may be deemed necessary to close the pre-school, at short notice, for health and safety reasons or other reasons beyond the immediate control of the preschool staff. Enforced closure may be necessary due to fire, gas or water leaks, burglary, accidents, and notifiable infectious diseases, damage to the building, utility failure, security breaches or council use of the building. In the event that the Pre-School has to be evacuated at short notice during a session parents will be called to collect their children and a refund of any fees will be refunded for that length of time. We aim to rectify the closure as soon as possible and keep all parents/carers informed of the situation.

- In cases of emergency (see reasons above), the manager will make an assessment of the situation in accordance with the Welfare Requirements of the Early Years Foundation Stage (EYFS).
- Parents will be notified either in person or by telephone and any decision on closure will be passed on at that time.
- Parents and carers should be aware that at all times the safety of children, staff and visitors is paramount and that the manager and staff reserve the right to remove all personnel present to a place of safety.
- If an enforced closure is deemed necessary during session times, parents will be contacted and asked to collect their children; staff will look after children until they can be collected. Depending upon the situation, this may be in the pre-school, or at a safe place.
- If the decision to close the school is taken during the evening or early in the morning, the manager will then notify all parents and staff.
- A notice of closure will also be placed on the pre-school door where feasible. Unless unsafe to do so, a member of staff will be present at the pre-school until all the affected families have been contacted.
- If necessary manager will inform Ofsted of any enforced closure.
- If at any time, and for any reason, the manager is unable to ensure that the required number of suitably qualified adults are in attendance at a Pre-School session then, under the Welfare Requirements of the EYFS, they will have no option but to close the Pre-School to children until such time as the situation is rectified
- If the pre-school is forced to close we will offer an extra session(s) to replace the one(s) missed through closure or a full refund on any additional fees.
- If the pre-school is forced to close the staff will receive full pay for the sessions they are unable to attend through no fault of their own.

### **Legal framework**

- Management of Health and Safety at Work Regulations (1999)  
Further guidance
- Five Steps to Risk Assessment (HSE 2011).

## **7.0**

### **Supervision of children on outings or visits**

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

- We ask parents to sign a consent form for their child prior to any outing.
- We carry out a risk assessment for each outing; the risk assessment is carried out 24hrs prior to the outing taking place.
- All outing risk assessments are made available for parents to see.
- Our adult to child ratio is one adult to two children.
- A minimum of two staff accompany children on outings. Unless the whole setting is on an outing; parental assistance will be sought.
- Named children are assigned to individual staff members to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.
- Parents who accompany us on outings are responsible for their own child only. However where parents have undergone vetting with us as volunteers, they may be included in the adults to child ratio and have children allocated to them.
- Outings are recorded in an outings record book kept in the setting, stating: The date and time of the outing, the venue and mode of transport used, the names of the staff members assigned to each of the children and the time of return.
- We take the setting mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines (if required) for individual children, a mini first aid kit, snacks and water.
- The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for. We apply sun cream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions.
- We take a list of children with us with contact numbers of parents/carers, as well as an accident book and a copy of our Missing Child Policy.

### **Other useful Pre-school Learning Alliance publications**

- Daily Register and Outings Record (2012)
- Managing Risk (2009)

## **7.1**

### **Risk Assessment**

Providers must have a clear and well-understood policy, and procedures for assessing any risks to children's safety, and review risk assessments regularly. We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

**Risk assessment means:** Taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to. The law does not require that all risk is eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

### **Health and safety risk assessments inform procedures.**

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

### **This policy is based on the five steps below:**

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

The manager ensures our staff and volunteers have adequate training in health and safety matters.

- Our risk assessment process covers adults and children and includes: determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors.
- Checking for and noting hazards and risks indoors and outside, in relation to our premises and activities; assessing the level of risk and who might be affected.
- Deciding which areas need attention; and developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required. The risk assessment is written and is reviewed regularly.

This policy was adopted by Smiling Faces Pre-School .....September 2019  
Date to be reviewed.....September 2020

- We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.
- The manager ensures that checks, such as electricity and gas safety checks, and any necessary work to the setting premises are carried out annually and records are kept by the maintenance officer in charge of building maintenance.
- Our manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety for all areas of the premises.
- Our Lead Practitioner ensures that staff members carry out risk assessments for work practice including: changing children; preparation and serving of food/drink for children; children with allergies; cooking activities with children; supervising outdoor play and indoor/outdoor climbing equipment; assessment, use and storage of equipment for disabled children; the use and storage of substances which may be hazardous to health, such as cleaning chemicals; visitors to the setting who are bring equipment or animals as part of children's learning experiences; and following any incidents involving threats against staff or volunteers.
- Our manager ensures that staff members carry out risk assessments for off-site activities if required, including: children's outings; and other off-site duties such as attending training.

### **Legal framework**

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

### **Further guidance**

- Five Steps to Risk Assessment (HSE 2011)

### **Other useful Pre-school Learning Alliance publications**

- Managing Risk (2009)

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 Date to be reviewed.....September 2020

At our pre-school, there are other hall users throughout the day. We ensure our risk assessment and safeguarding of children are up to date with all members of staff.

Activity/Hazard	Level of Risk	Action	Staff Responsible
Entrance	M	No trip hazards	All staff
Outdoor Play Area	H	Fence for security, gate closed, sufficient adult: ratio	All Staff
Front Door	H	Door is always securely closed	All staff
Playroom Door	H	Playroom door securely closed	All Staff
Fire Risk/Drill	H	Staff and children aware of the fire evacuation process and assembly point	All staff
Floor	H	Use wet floor sign, no trip hazards	All staff/Cleaner
Toilet	H	High standards of cleanliness, antibacterial soap, stools for children, children toilet seat, hand towels and appropriate bins	All staff
Tables & Chairs	M	Children are told not to use large chairs or tables	All staff
Toys & Equipment	H	Checked for damage and broken toys. Sanitizing toys daily	All staff
Art & Craft Materials	M	Check they are still suitable to be used.	All staff
Electric Sockets	H	Securely covered with socket covers	All staff
Record Keeping (all forms)	H	Stored in locked cabinet in office	All staff
Staff Training	H	All training up to date	All staff
Staff Meetings	M	Discuss issues and ideas	All staff
First Aid Kit	H	Fully equipped and stored away from children in the office	All staff
Insurance	H	Certificate to be displayed on notice board	All staff
Emergency Contacts/Children Record	H	All up to date and kept with the register	All staff
Parent Evening	L	Parents to speak with key worker regarding children development or other issues/idea	All staff
Open Day	L	To market the preschool to the local and surrounding community	All staff
Staff Appraisals	L	Structured meeting for discussion	All staff
News Letters	L	To keep parents informed	All staff
Other			

## 7.2

### **Fire safety and emergency evacuation**

Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the, case of fire or any other emergency, and must have an emergency evacuation procedure.

#### **Fire safety and emergency evacuation**

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The manager liaise with the property maintenance person for advice.

#### **Fire safety risk assessment**

The basis of fire safety is risk assessment, carried out by a ‘competent person’.

Where our premises is rented, the manager ensure that a copy of the fire safety risk assessment that applies to the building is seen and that we contribute to regular reviews. Our fire safety risk assessment focuses on the following for each area of the setting:

- Electrical plugs, wires and sockets
- Electrical items.
- Gas boilers
- Cookers
- Matches.
- Flammable materials – including furniture, paper etc
- Anything else identified.

#### **Fire safety precautions taken**

- The maintenance person ensure that fire doors are never obstructed and easily opened from the inside.
- The maintenance ensure that smoke detectors/alarms and firefighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Electrical equipment checked annually by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.
- We ensure sockets are covered.

#### **Emergency evacuation procedure**

This covers procedures for practice drills including:

- How children are familiar with the sound of the fire alarm.
- How the children, staff and parents know where the fire exits are.
- How children are led from the building to the assembly point. □
- How children will be accounted for and who by.
- How long it takes to get the children out safely.

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- Who calls the emergency services, and when, in the event of a real fire.
- How parents are contacted.
- This is practise is done once every half term.

### **Fire drills**

We hold fire drills termly and record the following information about each fire drill in the fire drill record book:

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

### **Legal framework**

- Regulatory Reform (Fire Safety) Order 2005

### **Further guidance**

Fire Safety Risk Assessment - Educational Premises (HMG 2006)

### 7.3

#### **Animal in the setting**

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

#### **Animals in the setting as pets**

- We will take into account the views of parents and children when selecting an animal or creature to keep as a pet in the setting, as well as any allergies or issues that individual children may have any animals or creatures.
- We will carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- Our staff are knowledgeable of the pet's welfare and dietary needs and ensure that the correct food is offered, at the right times.
- We will make arrangements for weekend and holiday care for the animal or creature.
- We would register with the local vet and take out appropriate pet care health insurance where necessary.
- We will teach children the correct handling and care of the animal or creature and supervise them at all times.
- We will ensure that children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- We will wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

#### **Visits to farms**

- Before a visit to a farm, we carry out a risk assessment - this may take account of safety factors listed in the farm's own risk assessment, which should be viewed.
- We contact the venue in advance of the visit to ensure that there has been no recent outbreak of E.coli or other infections.
- If there has been an outbreak, we will review the visit and may decide to postpone it.
- We follow our outings procedure.
- Children wash and dry their hands thoroughly after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris as soon as possible on departure and should not be worn indoors.
- We advise staff and volunteers who are, or may be, pregnant to avoid contact with ewes and to consult their GP before the visit.

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**Legal framework**

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

**Further guidance**

- Health and Safety Regulation...A Short Guide (HSE 2003)

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## **7.4**

### **No Smoking**

Providers must have a no-smoking policy, and must prevent smoking in a room, or outside play area, when children are present or about to be present. We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors.

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

### **Legal framework**

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

## **7.5**

### **Equal opportunities**

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

#### **Valuing diversity and promoting equality**

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their individual, social, economic, ethnic, cultural or religious backgrounds and situations.

Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers. Some children have needs that arise from a disability, or may have parents that are affected by disability. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. We are 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 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 family structures, diverse socioeconomic, ethnic and cultural groups and disabled people
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Challenge and eliminate discriminatory actions;
- Make inclusion a thread that runs through all of the activities of the setting
- Foster good relations between all communities.

#### **Admissions**

Our setting is open and accessible 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.
- We base our Admissions Policy on a fair system.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are: disability; race; gender reassignment; religion or belief; sex; sexual orientation; age; pregnancy and maternity; and marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to their disability.
- We make adjustments to ensure that disabled children can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by our staff, volunteers or parents whether by: Direct discrimination , someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service; Indirect discrimination, someone is affected unfavourably by a general policy e.g. children must only speak English in the setting; Association discriminating, against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; Perception discrimination, on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure.
- Failure to comply may lead to the adult being excluded from the premises.

### **Employment**

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

## **Training**

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

## **Curriculum**

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as people who are different from themselves. It encourages 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 the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.

- We do this by: making children feel valued and good about themselves and others.
- We ensuring that children have equality of access to learning.
- Making adjustments to the environment and resources to accommodate a wide range of 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, e.g. recognising the different learning styles of girls and boys.
- 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 locally observed 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 disabled children.
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

### **Valuing diversity in families**

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties.

### **Food**

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

### **Meetings**

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

### **Monitoring and reviewing**

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.

### **Legal framework**

- The Equality Act (2010)
- Children Act (1989) & (2004)
- Special Educational Needs and Disability Act (2001)

### **Other useful Pre-school Learning Alliance publications**

- Guide to the Equality Act and Good Practice (2011)
- All Together Now (2011) □ Where's Dad? (2009)

## **7.6**

### **Supporting Children with Special Educational Needs and Disabilities**

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

#### **Supporting children with special educational needs**

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

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs at the earliest opportunity 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.
- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO).
- Our SENCO is: ELVIRA MBOMBO
- The SENCO works closely with our manager and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- 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.
- We will liaise with other professionals involved with children with special educational needs and their families, including in connection with 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 action plans for children with special educational needs.

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- We ensure that children with special educational needs are appropriately involved in the graduated approach, taking into account their levels of ability.
- We have systems in place for working with other agencies through each stage of the Early Help Assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.

### **Further guidance**

- SEND Code of Practice for the Early Years (Pre-school Learning Alliance 2014)
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage Statutory Framework (DfE 2014)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

### **Other useful Pre-school Learning Alliance publications**

- The Role of the Early Years Special Educational Needs Co-ordinator (SENCO) 2nd Ed (2013)

## 7.7

### **Information and Records**

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met

#### **Privacy Notice**

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

#### **What personal data do we collect?**

- We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.
- Personal details that we collect about your child include: ▪ your child's name, date of birth, address, health and medical needs, development needs, and any special educational needs.
- Where applicable we will obtain child protection plans from social care and health care plans from health professionals.
- We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

#### **Personal details that we collect about you include:**

- Your name
- Home and work address
- Phone numbers
- Emergency contact details
- Family details.

This information will be collected from you directly in the registration form. If you apply for up to 30 hours free childcare, we will also collect:

- Your national insurance number or unique taxpayer reference (UTR), if you're self-employed.
- We may also collect information regarding benefits and family credits that you are in receipt of.

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Why we collect this information and the legal basis for handling your data. We use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- Contact you in case of an emergency
- To support your child's wellbeing and development
- To manage any special educational, health or medical needs of your child whilst at our setting
- To carry out regular assessment of your child's progress and to identify any areas of concern
- To maintain contact with you about your child's progress and respond to any questions you may have
- To process your claim for up to 30 hours free childcare (only where applicable)
- To keep you updated with information about our service

With your consent, we will also record your child's activities for their individual learning record. This may include photographs. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing or email.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending (see Transfer of Records policy).

Who we share your data with in order for us to deliver childcare services we will also share your data as required with the following categories of recipients:

- Ofsted – during an inspection or following a complaint about our service
- Banking services to process chip and pin and/or direct debit payments (as applicable)
- The Local Authority (where you claim up to 30 hours free childcare as applicable) ▪ the government's eligibility checker (as above)
- Our insurance underwriter (if applicable)
- The school that your child will be attending

We will also share your data if:

- We are legally required to do so, for example, by law, by a court or the Charity Commission.
- To enforce or apply the terms and conditions of your contract with us.
- To protect your child and other children; for example, by sharing information with social care or the police.
- It is necessary to protect our/or others rights, property or safety

We will never share your data with any other organisation to use for their own purposes

**How do we protect your data?** We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by: Keeping all stored data within the setting & not removing it.

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**How long do we retain your data?** We retain your child’s personal data for up to 3 years after your child no longer uses our setting, or until our next Ofsted inspection after your child leaves our setting. Medication records and accident records are kept for longer according to legal requirements. Your child’s learning and development records are maintained by us and handed to you when your child leaves. In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements (see our Children’s and Provider Records policies).

**Your rights with respect to your data:** You have the right to:

- Request access, amend or correct your/your child’s personal data
- Request that we delete or stop processing your/your child’s personal data, for example where the data is no longer necessary for the purposes of processing
- Request that we transfer your, and your child’s personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact us.

## **7.8**

### **Admission**

It is our intention to make our setting 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 the setting.

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, using simple plain English, in written and spoken form.
- We arrange our waiting list on a first come basis. In addition, our policy may take into account: the age of the child, with priority given to children who are eligible for the free entitlement including eligible two-year-old children; children requiring extended hours; number of sessions required, the vicinity of the home to the setting; whether any siblings already attend the setting and the capacity of the setting to meet the individual needs of the child.
- Our setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.
- Our setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We support children and/or parents with disabilities to take full part in all activities within our setting.
- We monitor the needs and background of children joining our setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our Valuing Diversity and Promoting Equality Policy.
- We consult with families about the opening times of our setting to ensure that we accommodate a broad range of families' needs.
- 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.
- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.

## **7.9**

### **Parental involvement**

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to ensure the needs of all children are met. We believe that children benefit most from early years' education and care when parents and settings work together in partnership. Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of our setting. We also aim to support parents in their own continuing education and personal development. Some parents are less well represented in early years' settings; these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included. When we refer to 'parents', we mean both mothers and fathers; these include both natural or birth parents, as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents, as well as foster parents. The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'.

Parents are made to feel welcome in our setting; they are greeted appropriately.

- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies, through access to written information, including our Safeguarding Children and Child Protection policy and our responsibilities under the Prevent Duty, and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting.
- We provide you with a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding the child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to protect the safety of the child.
- Reference is made to our Information Sharing Policy on seeking consent for disclosure.
- We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place in accordance to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.

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- Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children either formally or informally and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood.
- All parents have access to our written complaints procedure.

#### **Other useful Pre-school Learning Alliance publications**

- Complaint Investigation Record (2015)
- Engaging Mothers & Fathers (2010)
- Safeguarding Children (2013)
- The First and Foremost Series (2008)
- Playcards for the Home Environment (2016)

## **8.0**

### **Children Records**

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998). This policy and procedure should be read alongside our Privacy Notice, Confidentiality and Client Access to Records Policy and our Information Sharing Policy.

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

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

#### **Developmental records**

- These include observations of children in the setting, photographs and samples of their work and summary developmental reports.
- These are usually kept within their tray and can be accessed, and contributed to, by our staff, the child and the child's parents.

**Personal records:** These may include the following (as applicable):

- Personal details, including the child's registration form and any consent forms.
- Contractual matters, including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- Child's development, health and well-being, including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-being with the parent.
- Early Support, including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs a SEN Action Plan) and records of any meetings held.
- Welfare and child protection concerns, including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.
- Correspondence and Reports, including a copy of the child's 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable cabinet, which is always locked when not in use and which our Manager keeps secure in the office.
- We read any correspondence in relation to a child, note any actions and file it immediately.

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

#### **Archiving children's files**

- When a child leaves our setting, we remove all paper documents from the child's personal file and place them in a robust envelope, with the child's name and date of birth on the front and the date they left. ▪
- We seal this and place it in an archive box, stored in a safe place (i.e. a locked cabinet) for three years. After three years it is destroyed.
- Where there were s.47 child protection investigations, we mark the envelope with a star and archive it for 25 years.

#### **Other records**

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

#### **Legal framework**

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

#### **Further guidance**

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

## **8.1**

### **Providers Record**

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. We keep records and documentation. These include:

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of our staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

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

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

#### **We notify Ofsted of any:**

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

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### **Legal framework**

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

### **Other useful Pre-school Learning Alliance publications**

- Accident Record (2013)
- Accounts Record (2005)
- Safeguarding Children (Ed 2013)
- Recruiting and Managing Employees (2011)
- Financial Management (2010)
- Medication Administration Record (2013)
- Daily Register and Outings Record (2012)
- Managing Risk (2009)
- Complaints Investigation Record (2015)

## **8.2**

### **Transfer Records to School**

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. We recognise that children sometimes move to another early years setting before they go on to school. We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer. Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board. The procedure guides this process and determines what information we can and cannot share with a receiving school or setting. Prior to transferring information, we will establish the lawful basis for doing so.

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

- Using the Early Outcomes (DfE 2013) guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to: any additional language spoken by the child and his or her progress in both languages; any additional needs that have been identified or addressed by our setting; any special needs or disability, whether a Universal Help Assessment (UHA) was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.

When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.

#### **Transfer of confidential information**

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference.
- Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.
- Where a UHA has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.

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- Where there has been an s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school regardless of the outcome of the investigation.
- We post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.

### **Legal framework**

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

### **Further guidance**

- What to do if You're Worried a Child is Being Abused: Advice for practitioners (HM Government 2015)
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

### **8.3**

#### **Confidentiality**

Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them. 'Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.' Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2015). In our setting, staff and the manager can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).

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

- Our staff discuss children's general progress and wellbeing together in meetings, but more sensitive information is restricted to our manager and the child's key person, and is shared with other staff on a need to know basis.
- We do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual; our practitioners and manager check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

### **Client access to records procedures**

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

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting manager.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows one month for the file to be made ready and available. We will be able to extend this by a further two months where requests are complex or numerous. If this is the case, we will inform you within one month of the receipt of the request and explain why the extension is necessary
- A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.
- Our written acknowledgement allows 40 working days for the file to be made ready.
- A reasonable fee to cover admin costs may be charged to the parent.
- Legal advice may be sought before sharing a file.
- Our manager goes through the file and ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages. She notes any information, entry or correspondence or other document which mentions a third party.
- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to our manager giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc., we write to each of them to request third party consent.

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

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opportunity at the time to state their side of the matter, and it would have been recorded there and then.

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

Telephone advice regarding general queries may be made to The Information Commissioner’s Office Helpline 0303 123 1113. All the undertakings above are subject to the paramount commitment of our setting, which is to the safety and well-being of the child. Please see also our policy on Safeguarding Children and Child Protection.

### **Legal framework**

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

### **Further guidance**

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

## **8.4**

### **Information Sharing**

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. ‘Sharing information is an intrinsic part of any frontline practitioners’ job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals’ lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.’ Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015). We recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information. We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in our Privacy Notice that is given to parents at the point of registration. The six principles state that personal data must be: 1. Processed fairly, lawfully and in a transparent manner in relation to the data subject. 2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes. 3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed. 4. Accurate and where necessary, kept up to date. 5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed. 6. Processed in a way that ensures appropriate security of the personal data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures. We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

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

The responsibility for decision-making should not rely solely on an individual, but should have the back-up of the management team. The management team provide clear guidance, policy and procedures to ensure all staff and volunteers understand their information sharing responsibilities and can respond in a timely, appropriate way to any safeguarding concerns.

#### **The three critical criteria are:**

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

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

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

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

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

**In our setting, we ensure parents:**

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

3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

- Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.
- Our manager routinely seeks advice and support about possible significant harm.
- Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
- Our manager seeks advice if they need to share information without consent to disclose.

4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing, or requesting personal information from someone, be certain of the basis upon which

you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

- We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
- Our guidelines for consent are part of this procedure.
- Our manager is conversant with this and she is able to advise staff accordingly.

5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

In our setting, we:

- Record concerns and discuss these with our designated person from the management team for child protection matters
- Record decisions made and the reasons why information will be shared and to whom; and
- Follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

- Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. Keep a record of your decision and the reasons for it, whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

- Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

## **Consent**

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

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts.
- Parents sign our Registration Form at registration to confirm that they understand this.

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- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We give parents copies of the forms they sign.
- We consider the following questions when we assess the need to share: Is there a legitimate purpose to us sharing the information? Does the information enable the person to be identified? Is the information confidential? If the information is confidential, do we have consent to share? – Is there a statutory duty or court order requiring us to share the information?

If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information? If the decision is to share, are we sharing the right information in the right way? Have we properly recorded our decision?

Consent must be freely given and informed, that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice. Consent may be explicit, verbally but preferably in writing, or implicit, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset. Consent can be withdrawn at any time. We explain our Information Sharing Policy to parents.

### **Separated parents**

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

### **Legal framework**

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

### **Further guidance**

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

## **8.5**

### **Working in partnership with other agencies**

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. We work in partnership with local and national agencies to promote the well-being of all children. We will never share your data with any organisation to use for their own purposes.

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

## **8.6**

### **Making a complaint**

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

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request. A full procedure is set out in the Pre-school Learning Alliance publication Complaint Investigation Record (2012) which acts as the 'summary log' for this purpose.

### **Making a complaint**

#### **Stage 1**

- Any parent who has a concern about an aspect of our setting's provision talks over his/her concerns with our manager first.
- Most complaints should be resolved amicably and informally at this stage.
- We record the issue, and how it was resolved, in the child's file.

#### **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.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed our manager and signed by the parent.
- Our setting stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our manager 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, our manager meets with the parent to discuss the outcome.
- We inform parents of the outcome of the investigation in writing within 28 days of him/her making the complaint.
- When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record, which is made available to Ofsted on request.

### **Stage 3**

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with our manager and the chair. The parent may have a friend or partner present if they prefer and our manager can invite a staff member.
- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All 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, we log the summative points in our Complaint Investigation Record.

### **Stage 4**

- If at the stage 3 meeting the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with our staff 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 and our manager. 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.

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## **The role of the Office for Standards in Education, Children’s Services and Skills (Ofsted) and the Local**

### **Safeguarding Children Board and the Information Commissioner’s Office**

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- Parents can complain to Ofsted by telephone or in writing at: Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD or Tel: 03001231231
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Board.
- In these cases, both the parent and our setting are informed and our manager work with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.
- The Information Commissioner’s Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child. The ICO can be contacted at Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

### **Records**

- A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in our Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.

### **Other useful Pre-school Learning Alliance publications**

- Complaint Investigation Record (2012)

## **8.7**

### **Fees**

Fees (where applicable)

- Fees should be paid promptly and IN ADVANCE
- You can pay by cash, cheque, BACS or childcare vouchers
- ALL Absences must be paid for
- If you fall into arrears your child's place at pre-school may be a risk

### **Funding for 3/4 year olds**

Your child is funded from the term AFTER their 3rd birthday. They are entitled to 15 hours funding per week (an all-day session counts as 6 hours). You will be asked to complete a funding form to receive the free entitlement and provide a copy of your child's birth certificate. These must be returned as soon as possible, otherwise your free entitlement could be delayed.

For working parents of 3/4 year olds, you may be eligible for 30 hours funding from the term after your child's 3rd birthday. You can check your child's eligibility online at:

[www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)

### **Funding for 2 year olds**

The Local authority is able to offer eligible two year olds up to 570 hours of early education per year over a minimum of 38 weeks from the term after your child's second birthday. This means the maximum you can take in one week is 15 hours, or you may wish to 'stretch' this funding i.e. your child has fewer hours a week so they can attend the setting throughout the year. This funding will continue until your child is able to claim their three year old place, available for all children. To qualify, the Government states that the parent/carer must be in meet certain criteria.

### **The full eligibility criteria is as follows:**

Your child is eligible if you are a parent/carer in receipt of:

- Universal Credit
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guaranteed element of State Pension Credit
- Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual gross income (as assessed by HM Revenue and Customs) of no more than £16,190
- Working Tax Credit during the four-week period immediately after your employment finishes or after you start to work less than 16 hours per week

### **Any extra hours your child receive should be paid for**

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### **Leaving the setting**

If your child is leaving the setting, 6 weeks written notice must be given to the office. When a child leaves in the middle of a term, fees must be paid for the remainder of that half term by their last day. (For government funded children transferring to another setting ask for advice from the administration staff.)

### **Refund/Termination Policy**

#### **Parent**

If you decide to take your child out of the program for whatever reason, a 6 weeks' notice is required. You are responsible to pay your regular rate as specified in your contract whether or not you continue to bring your child in for the remaining 6 weeks.

#### **Provider**

A child may be discharged from our program for the following reasons. (All attempts are made to have the child stay with us). If tuition is not paid for upcoming care we reserves the rights to pause care until payment is made.

- Failure of parent/guardian to pay tuition.
- Lack of parental cooperation
- Failure to complete required forms
- Continuous inappropriate behavior