

Elsworth Pre-School Policies and Procedures

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Safeguarding and Child Protection Policy

September 2026

Introduction

Elsworth Pre-School fully recognises the responsibility to have arrangements in place to safeguard and promote the welfare of all children. Our policy applies to all staff, paid and unpaid, working in the setting, including agency staff, volunteers, and students, all of whom have a vital role in safeguarding children. Concerned parents may also contact the setting's Designated Safeguarding Leads for Child Protection.

This policy sets out how the setting complies with their statutory responsibilities relating to safeguarding and promoting the welfare of children who attend the setting. The policy will be reviewed regularly, annually as a minimum.

This policy must be read alongside setting's Safeguarding and Child Protection Policy Appendix A; which provides staff, including agency staff, volunteers, students, and parents/carers with details about specific safeguarding concerns that may change on the welfare of children in their care or living locally. As a society we all have a duty to safeguarding children, but it is particularly important that those working or volunteering with children remain vigilant to the signs and indicators of abuse, neglect, and exploitation. Staff, agency staff, volunteers and students should be familiar with the safeguarding procedures within the setting and know how to respond to concerns about children or adults.

Designated Safeguarding Lead(s) in our setting:

Name: Sophie Mills

Name: Mia Welsh

We recognise that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult help to protect children. The setting will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are actively listened to.
- Ensure children know that there are adults in the setting whom they can approach if they feel worried or in difficulty
- Identify concerns early, provide help for children, and prevent concerns from escalating.

Safeguarding Practice in our Setting

Designated Safeguarding Leads for Child Protection (DSL)

- A trained DSL is always available and on site (wherever possible) when the setting is open to be able to access relevant records and take necessary action. Contingency arrangements will be put in place should the DSL not be available (another DSL will be on site).
- Adequate and appropriate cover arrangements for any out-of-hours/out-of-term activities will also be arranged
- All DSLs will refresh their training every two years. In addition, DSLs knowledge and skills will be refreshed regularly (at least annually) via information sources such as the DSL Knowledge Hub, Child Protection Information Networks, further relevant training and Cambridgeshire and Peterborough Safeguarding Children Partnership Board.
- The importance of the role of the DSL is acknowledged by ensuring they have the appropriate status, authority, skills, time and training to undertake their duties.
- The Cambridgeshire and Peterborough Safeguarding Children Partnership Board procedures, Working Together to Safeguard Children, 2026 and What to Do if You are Worried a Child is Being Abused, 2015 are adhered to. The DSL has contact details for Cambridgeshire Children's Social Care and the Early Help Hub readily accessible for use when needed. Bordering county Social Care and Early Help contact details are available, as required, for children who live outside of Cambridgeshire.
- The designated safeguarding lead (DSL) is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Partners (LSPs).

Staff Members, Agency Staff, Volunteers and Students

- Have a robust induction which includes all relevant aspects of safeguarding practice
- Know the names of the DSLs and what their role includes.
- Know how to record and pass on concerns about a child or adult.
- Understand emergency evacuation procedures and health and safety issues.
- Understand their individual responsibility to refer child protection concerns to relevant agencies as a matter of urgency if there is no DSL present and/or they feel the child remains at risk of significant harm.
- Staff Members: Attend basic child protection training every two years as a minimum and within 6 weeks of commencing employment. Training will contain details of the local safeguarding procedures within Cambridgeshire and support staff to identify signs of possible abuse, neglect, and exploitation at the earliest opportunity and to respond to these in a timely and appropriate way.
- Receive regular and relevant updates on safeguarding practice, usually from their DSL at least annually, or as required.
- Understand the setting policy on babysitting for families who attend the setting.
- Ensure they are fully aware of the Use of Mobile phone, Camera's and Technological Devices Policy and support the setting in safeguarding children online.

Management

The committee/owner fully recognises their responsibilities regarding safeguarding and promoting the welfare of children. They will:

- Appoint a committee member (where applicable) for safeguarding (a 'Safeguarding Officer') who will monitor the setting's child protection policy and overall practice and champion good practice in relation to child protection and safeguarding.
- Ensure that this policy is annually reviewed in conjunction with the setting's DSLs.
- Undertake a safeguarding briefing from the DSL upon election/ownership
- Individual committee members/owners will comply on election with Ofsted suitability check requirements including undertaking a DBS check.
- Complete Safer Recruitment training (at least one person who has recruitment responsibility).

Training

The setting recognizes the importance of thorough and regular safeguarding training opportunities for all staff and are supported in embedding this into practice.

- The settings safeguarding training is delivered by Cambridgeshire County council
- Practitioners are supported to embed this into their day-to-day practice with regular safeguarding updates from DSL/Safeguarding supervision/Group training sessions with a safeguarding focus/ Daily opportunity to discuss concerns/annual updates
- All staff will be trained in line with the criteria set out in Annex C of Early years Foundation Stage statutory framework 2026 and are supported and confident to implement the settings safeguarding policy and procedures on an ongoing basis

Liaison with other agencies

The setting will:

- Work to develop effective links with relevant services to promote the safety and welfare of all children.
- Co-operate as required, in line with Working Together to Safeguard Children 2026, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- Notify the relevant Social Care team immediately if there is an unexplained absence or is any change in circumstances to a child who is subject to a Child Protection Plan.
- Notify the relevant Social Care team immediately if there are any further abuse or neglect concerns (such as fresh marks, bruises, or injuries) where a child is already subject to a Child Protection Plan or Child in Need Plan. It will not be assumed that Social Care are already aware of these additional concerns.
- Respond to requests for information about children in the setting's care from the Education Navigator or social worker at the multi-Agency safeguarding Hub (MASH) or a Social Worker (within a district team) in a timely manner.
- Link with Designated Safeguarding Leads in other settings and schools where we share families.
- Attend as required, meetings regarding a child or family's welfare such as Child Protection Conference or Strategy discussion. If the DSL is unable to attend or send an appropriate representative, then notification will be sent to the chair and a report will be submitted in the DSLs absence.

Record keeping

The setting will:

Keep clear, detailed written records of concerns about children's welfare using the Log of Concern Form. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.
- Records will be kept in individual child welfare files.
- Records will be stored securely and confidentially.
- Records will distinguish between observed concerns, professional opinion, and historic information.
- During registration of each new child, ask for information about other settings the child currently or previously attended. The DSL will make contact to request relevant safeguarding and welfare information is shared. This will be ongoing where children attend more than one setting concurrently.
- Unless it would place the child at risk of significant harm, parents will be informed that a Log of Concern Form has been completed, where it will be stored and what will happen to it when the child leaves the setting.
- Parents do not have an automatic right to access child welfare records and consideration will be given as to what the consequences of information sharing might be (in line with Information Sharing Guidance, 2024).

When a child leaves or moves to another setting

Their individual child welfare file will be transferred to the receiving school or setting using the following protocol:

- The file will be sent as soon as possible after the child has moved setting and marked 'Confidential, Addressee Only' and sent to the named DSL, if known, of the receiving setting/school. The file will be delivered by hand if possible; otherwise sent by delivery that can be tracked and signed for.
- The setting will contact the receiving setting/school DSL by telephone to make them aware that there is a child welfare file and, once sent, ask them to confirm they have received the file. The setting will keep a record that the file has been received to be able to identify its location.
- Parents will be made aware that child welfare records will be transferred unless this would place the child at risk of acute harm.
- The setting will not keep a copy of transferred records, unless there are younger siblings for whom there are similar concerns about but will keep a record of the current file location and date the file was transferred.

- If individual child welfare files cannot be transferred for any reason, the setting will archive them for 25 years from the child's date of birth.
- All actions and decisions will be led by what is in the best interests of the child and rationales are included for all discussions and decisions made.

Confidentiality and information sharing

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. The DSL will be guided by the the Department for Education (DfE) Guidance Information sharing duty - draft statutory guidance

Fears about sharing information will not stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. The UK General Data Protection Regulations (UK GDPR) and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe:

- 'Information will be shared legally without consent, if the DSL or a member of staff is unable to or cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.'
- relevant personal information will be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional, or mental harm, or if it is protecting their physical, mental, or emotional well-being.'

(Information Sharing)

What information will be shared?

When taking decisions about what information to share, the DSL will consider how much information they need to release and the impact of disclosing information on the information subject and any third parties. Information should be proportionate to the need and level of risk. Only information that is relevant to the purposes will be shared with those who need it. This allows others to do their job effectively and make informed decisions.

Information sharing decisions must be recorded whether the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom. If the decision is not to be made, the DSL will record the reasons for this decision and discuss them with the person requesting the information.

If a child discloses information that may indicate that they are at risk of abuse or neglect, the staff member will be clear that they cannot promise to keep the information a secret. The staff member will be honest with the child and explain that it will be necessary to tell someone else in order to help them and to keep them safe.

A note will be made of what information has been shared and with whom.

Communication with Parents

The setting will:

- Undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances may put the child at further risk of harm.
- Contact Children's Social Care first if the setting believes that notifying parents about a safeguarding concern may place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime. Further guidance on this can be found in the 'Cambridgeshire Threshold Document: Continuum of Help and Support'
- Ensure that all parents/carers understand the responsibility placed on the setting and staff for safeguarding and child protection by ensuring that they receive a copy of this policy when registering their child at the setting.
- Record on the log of concern form what discussions have taken place with parents and if a decision was made not to discuss the matter with parents, the reason why not (circumstances may include if the DSL is unable to or cannot be reasonably expected to gain consent from the individual, or if gaining consent could place a child at risk of harm such as potential physical or sexual abuse).

Supporting Children

We recognise that any child may be subject to abuse or witness abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Children may also find it difficult to develop a sense of self-worth and trust those around them. Some children may adopt inappropriate or abusive behaviours and that these children may be referred on for appropriate support and intervention.

The setting will support children through:

- Activities to encourage self-esteem, self-motivation, and resilience.
- An ethos that actively promotes a positive, supportive, and secure environment that values people.
- A behaviour policy aimed at supporting all children. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the child's sense of self-worth. The setting will ensure that the child knows that some behaviour is unacceptable, but she/he is valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies which support the child and family such as Children's Social Care and District Teams and Early Help/ Targeted Support.
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Recognition that children living in a home environment where there is domestic abuse/violence, mental ill-health or substance misuse may be more vulnerable and in need of additional support and protection.
- Monitoring children's welfare, keeping records and seeking advice or making a referral to other agencies, e.g., Children's Social Care, when necessary.

Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more. The setting will follow the mandatory duty to inform the Local Authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

Promoting a protective ethos

The setting will create an ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk, and they are listened to.

This will be achieved in the following ways:

- All staff, including the DSLs, are trained regularly to ensure skills and knowledge are up to date.
- Staff know how to respond to child protection concerns.
- Contribution to an inter-agency approach to child protection by working effectively and supportively with other agencies.
- Raising children's awareness and actively promoting self-esteem building, so that children have a range of strategies and contacts to ensure their safety.
- Using personal safety programmes, such as Protective Behaviours and the NSPCC PANTS campaign.
- Working with parents to build an understanding of the setting's responsibility to the welfare of the children.
- Ensuring the relevant policies are in place, i.e., the use of mobile phones and cameras, behaviour management, intimate care, whistleblowing, absence and attendance, social networking.
- Being vigilant to the inappropriate behaviour of staff or adults working with children and ensuring that all staff and volunteers know the allegations procedure, and this is actively supported within the setting.
- Staff acting as positive role models to children and young people.
- Ensuring staff are aware of the need to maintain appropriate and professional boundaries in their relationships with children and parents/carers in line with our setting's staff code of conduct/behaviour policy.
- Ensuring the Designated Safeguarding Leads keep themselves up to date with safeguarding concerns in the local area and disseminates this to the staff as relevant.

Preventing unsuitable people from working with children and young people

The setting has a duty to ensure that people looking after children are suitable to fulfil the requirements for their role. The setting will follow safer recruitment practices including verifying qualifications and ensuring appropriate DBS and reference checks are undertaken. The setting will not allow people, whose suitability has not been checked, to have unsupervised contact with children. The setting follows the statutory requirements found within the Early Years Foundation Stage statutory framework 2026 with regards to obtaining suitable references prior to recruitment.

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 during their employment at the setting). This is checked and recorded during supervisions to ensure ongoing suitability.

These members of staff/committee have undertaken Safer Recruitment training:

Sophie Mills

Chaya Robertson

Whistleblowing

The setting has a separate Whistleblowing Policy which aims to help and protect both staff and children by:

- Preventing a problem getting worse;
- Safeguarding children and young people;
- Reducing the potential risks to others.

The earlier a concern is raised, the easier and sooner the setting can take action. The responsibility for expressing concerns about unacceptable practice or behaviour rests with all staff, students, and volunteers.

The setting will ensure staff are aware of the setting's whistleblowing procedures and must ensure all staff feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously by the senior leadership team.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, they should use the other channels open to them: The NSPCC whistleblowing advice line is available, staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH. • Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk).

Allegation against a person who works or volunteers with children

An allegation may relate to a person who works or volunteers with children who has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If an allegation is made against a person who works or volunteers with children, the following action will be taken (refer to: 'Allegation against a person who works or volunteers with children' flowchart and guidance):

- The setting will ensure the immediate safety of the children.
- The setting will **not** start to investigate but will immediately contact the Local Authority Designated Officer (LADO): 01223 727967.
- If the LADO decides the matter is a child protection case, external/internal agencies (e.g., police) will be informed by the LADO and the setting will act upon the advice given to ensure that any investigation is not jeopardised.
- The setting will notify Ofsted of a significant event
- It may be necessary for the employer to suspend the alleged perpetrator. Suspension is a neutral act to allow a thorough and fair investigation.
- If it is agreed that the matter is not a child protection case, the setting will investigate the matter themselves, gaining HR advice as required.

The setting will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the setting and that notification of any concerns is made to the relevant

agencies, the Disclosure and Barring Service (DBS) and included in references where applicable. For further information, refer to the setting's safer recruitment policy.

Useful contacts

Children's Social Care:

Contact Centre (for telephone referrals)	0345 045 5203
Emergency Duty Team (out of office hours)	01733 234724

NSPCC Whistleblowing Support Line:

0800 0280285

Early Help Hub	01480 376666
Local Authority Designated Officer (LADO) 727967	01223
Ofsted	0300 123 1231
Senior Adviser Intervention and Safeguarding (Gemma Hope) 714760	01223
Early Service Safeguarding Team EY.Safeguarding@cambridgeshire.gov.uk	
Early Years' Service	<u>earlyyears.service@cambridgeshire.gov.uk</u>

Adopted on:	11 th September 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	September 2027

Safeguarding and Child Protection Model Policy

Appendix A - Safeguarding Concerns

September 2026

Appendix A must be read alongside the setting's Safeguarding and Child Protection Policy. The following information provides staff, agency staff, volunteers and students with details about specific safeguarding concerns that may impact on the welfare of children in their care or living locally. As a society we all have a duty to safeguarding children, but it is particularly important that those working or volunteering with children remain vigilant to the signs and indicators of abuse and neglect. Staff, agency staff, volunteers and students should be familiar with the safeguarding procedures within the setting and know how to respond to concerns about children or adults.

General signs and indicators of abuse and neglect may include:

- Significant changes in children's behaviour.
- Deterioration in children's general well-being.
- Unexplained bruising, marks, injuries or other signs of abuse or neglect.
- Children's comments during their play or otherwise which give cause for concern.
- Pattern of absences or frequent absences.
- Any other reasons to suspect neglect or abuse outside the setting for example in the child's home, online or in their community.
- Inappropriate behaviour displayed by other members of staff or any other person working with the children.

Domestic Abuse (DA)

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse (DA) on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness, and be adversely affected by, domestic abuse in the context of their home life where DA occurs between family members. Experiencing DA and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience DA within their own intimate relationships. This form of Child-on-Child abuse is sometimes referred to as 'teenage relationship abuse.' Depending on the age of the young people, this may not be recognised in

law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial, and emotional, coercive or controlling behaviour. Pet abuse within a household can be a critical warning sign of escalating domestic abuse. Perpetrators may harm or threaten pets to exert control, intimidate, or emotionally manipulate victims - especially when the victim has a strong bond with the animal. This behaviour often precedes or accompanies abuse toward human members of the household and can affect a victim's emotional wellbeing and behaviour at work.

The setting will follow the procedures outlined in this policy if DA concerns arise. The DSL will monitor vigilantly the welfare of children living in DA households, offer support to them and their parents/carers and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required. The setting will have awareness of the Statutory Domestic Abuse Guidance -July 2022 and have shared with practitioners.

Early Years Settings - DA

Our setting is working in partnership with the Police and Cambridgeshire County Council (CCC) to identify and provide appropriate support to children who have experienced DA; this scheme is called Operation Encompass.

To achieve this, CCC Education Safeguarding Team will share Police information of all DA incidents to the DSL or DA Lead, to which Police have been called where a child (attending our setting) was present. On receipt of any information, the DSL will decide on the appropriate support the child may require.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings'.

If our setting understands that a sibling/s of the child attend other provision such as a breakfast club, after school club or holiday scheme, we will contact the DSL in this setting to share relevant and proportionate information about the DA concern.

Bruising, marks or injuries in pre-mobile babies

Research indicates that severe child abuse is six times more common in babies aged under one year than in children aged one to 4 years, and 120 times more likely than in the 5 – 13-year-old age group. Our setting adheres to the Bruising in Pre-

Mobile Babies Protocol published by Cambridgeshire and Peterborough Safeguarding Children Partnership Board and has a copy onsite which all staff are aware of.

Bruising, marks, or injuries are the most common presenting features in physical abuse in children. The younger the child the higher the risk that the bruising, mark, or injury is non-accidental, especially where the child is under the age of 6 months. Bruising, marks, or injury in any child who is 'not independently mobile' should be taken as a matter for inquiry and concern by the DSL. This is also relevant to older children who are not independently mobile by reason of a disability.

It is accepted that marks could be the result of birth trauma, birth marks or areas of skin pigmentation such as 'Mongolian Blue Spots.' The setting will ensure that parents/carers are requested upon registration to inform them of any distinguishing marks that the child may have.

The setting recognises that concerns may be raised about pre-mobile babies or older children, who are not independently mobile by reason of a disability, who do not attend the setting. These concerns may arise when younger siblings are present during drop off or collection of children who attend the setting. The above protocol will also be used as required in these circumstances.

Children with Special Educational Needs and/or Disabilities (SEND)

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties, and disabilities are most vulnerable to abuse. Setting staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

Children with communication difficulties are also vulnerable to abuse because they are unable to express themselves to others. Instead, such children will often exhibit changes in behaviors or other signs and indicators of abuse. Staff will be trained to recognise these indicators. Where necessary, the setting will seek advice from other professionals and specialist services and provide additional training to staff in the use of Makaton, PECS, BSL or other communication systems.

Parents/Carers Misusing Drugs and/or Alcohol

Misuse of drugs and/or alcohol is strongly associated with the risk of significant harm to children, particularly when combined with other features such as domestic violence.

If the setting has concerns about drug and/or alcohol abuse by a child's parents/carers they will follow appropriate procedures. This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- Children exposed to unsuitable caregivers or visitors, e.g., customers or dealers.

- The effects of drugs and/or alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
- Chaotic drug and/or alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- Disturbed moods as a result of withdrawal symptoms or dependency.
- Unsafe storage of drugs and/or alcohol or injecting equipment.
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceeding. The setting will consider such action in the following situations: When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- To believe the young person's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- Where the misuse is suspected of being linked to parent/carer substance misuse
- Where the misuse indicates an urgent health or safeguarding concern
- Where the young person is perceived to be at risk of harm through any substance associated criminality

Children with Family Members in Prison

The setting is committed to supporting children/young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child. The setting recognizes that children with family members in prison are at risk of poor outcomes including poverty, stigma, isolation, poor mental health and poor attendance. The setting will treat information shared by the family in confidence and it will be shared on a 'need to know' basis. The setting will work with the family and the child to minimise the risk of the child not achieving their full potential.

Young Carers

The setting recognizes that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

The setting will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help/Targeted Support or Social Care as required if concerns arise.

Online Safety

It is important that children and young people receive consistent messages about the safe use of technology and are able to recognise and manage the risks posed in both the real and the virtual world. Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to all fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks to their well-being.

The issues can be categorised into four areas of risk:

- **Content** – being exposed to illegal, inappropriate or harmful material.
- **Contact** – being subjected to harmful online interaction with other users.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm.
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Best practice:

- **Whole setting approach** – staff recognise and are aware of e-safety issues and the management team make online safety a priority.
- **Policies** – online safety policies and procedures are in place and implemented.
- **Monitoring and evaluation** – risk assessment is taken seriously and used to promote online safety. There are appropriate filters and monitoring systems in place to protect children from harmful online material.
- **Management of Personal Data** – data is managed securely and in accordance with the requirements of the UK GDPR and Data Protection Act 2018.

The setting will act proactively should they become concerned about children's exposure to inappropriate content or risks online

Honour- Based Abuse (HBA):

So called 'honour-based' abuse encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including:

- Female Genital Mutilation
- Breast Ironing
- Forced Marriage

The setting takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

Female Genital Mutilation (FGM)

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DP, who will make appropriate and

timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the child or young person's wishes. The Multi-agency statutory guidance on female genital mutilation, 2020 will be followed

In accordance with the Female Genital Mutilation Act, it is a statutory duty for professionals to report 'known' cases of FGM in under-18s which they identify in the course of their professional work, to the police.

Breast Ironing

Breast ironing also known as 'Breast Flattening' is the process whereby young pubescent girls breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education. Much like FGM, Breast Ironing is a harmful cultural practice and is child abuse and is classified as physical abuse.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The legal age of marriage was raised in February 2023 to 18 years. It means that 16 and 17 year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used.

Child Abuse linked to faith or belief: Abuse linked to faith or belief is not confined to one faith, nationality or ethnic community. Concerns for a child's welfare are identified and could be caused by a belief in witchcraft, spirit or demonic possession, ritual or satanic abuse features; or when practices linked to faith or belief are harmful to a child. Any abuse that takes place against those who are branded (or labelled) either as a witch or having been possessed by an evil spirit is unacceptable. Significant harm (including murder) can occur because of concerted efforts to 'excise' or 'deliver' evil from a child (or vulnerable adult). Spotting the signs that this abuse exists can prevent escalation from 'subtle' harms that may go unnoticed, to 'extreme' situations where there is loss of life. Witchcraft beliefs are used to blame a person (rather than circumstances) for misfortune that happens in life.

Child Exploitation: Extremism and Radicalisation

In 2010 the Government published The Prevent Strategy. This highlighted the need to safeguard children, young people and families from violent extremism and radicalisation.

The setting recognises that children and young people are susceptible to extremist ideology and radicalization and that protecting children from this risk forms part of the setting's safeguarding procedures. The Prevent Duty: safeguarding learners vulnerable to radicalization (2023) and Prevent Duty Guidance: for England and Wales,' HM Government (2024) will be followed.

Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. The committee/owner will ensure that the all staff have undertaken Prevent training (online), which is refreshed every two years. The setting DSLs should be aware of local procedures for making a Prevent referral.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. (Child Sexual Exploitation, Definition and Guide: DFE, 2017)

CSE can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Potential indicators of CSE will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of CSE arise.

Child Criminal Exploitation (CCE)

CCE is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. CCE can occur even if activity appears to be consensual.

The setting will address indicators of CCE with staff through training. Staff will follow the procedures outlined in this policy if concerns of CCE arise.

The DSL will complete the Safeguarding Partnership Board Exploitation Risk Assessment and Management Tool and refer to Children's Social Care if there is a concern that a young person may be at risk of CCE.

Child Sex Trafficking (CST)

CST is a repeated process involving two or more adults in which a child is recruited and transferred to a location in order to be sexually exploited.

Child on Child Abuse

Children and young people may be harmful to one another in a number of ways, this is classified as Child on Child abuse this can include:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual bullying
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos
- Sexual violence and sexual harassment
- Abuse within intimate partner relationships
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting – where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

The setting will:

- Be clear that child on child abuse, sexual violence and sexual harassment will not be tolerated.
- Provide training for staff on how to manage and report concerns.
- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe.
- Record any risk assessments and keep them under review.
- Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations
- Liaise closely with external agencies, including police and social care, when required.

- Ensure staff are aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Sexual Violence and Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary age and beyond. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect them and will be exacerbated if the alleged perpetrator(s) attends the same setting. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

The setting will:

- Be clear that sexual violence and sexual harassment will not be tolerated.
- Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe.
- Record any risk assessments and keep them under review.
- Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- Liaise closely with external agencies, including police and social care, when required.

Further information can be gained from:

- Keeping Children Safe in Education - Part Five, 2026
- Sharing nudes and semi-nudes: advice for education settings working with children and young people, UKCIS, December 2020
- Safeguarding Partnership Board: Child Sexual Behaviour Assessment Tool

Adopted on:	11 th September 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	September 2027

Whistle Blowing Policy

2026

September

The whistle blowing procedure aims to help and protect both staff* and children. By following the procedure, you are acting to:

- **prevent a problem getting worse,**
- **safeguard children and young people, and**
- **reduce the potential risks to others.**

The earlier you raise a concern, the easier and sooner it is possible for the setting to take action.

*** Throughout this policy the term staff includes paid staff, volunteers and students**

Introduction

Elsworth pre-school are committed to the highest possible standards and recognises that its staff are often the first to realise that there may be something wrong within the setting. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or they may fear harassment or victimisation. In these circumstances, it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

The Public Interest Disclosure Act 1998 protects workers who raise concerns from victimisation or harassment. In accordance with that Act and its commitment to the highest standards of service delivery, the setting actively encourages its workers with

concerns about any aspect of the setting's practice or staff member's conduct to come forward and voice those concerns, in confidence, within the setting rather than overlooking a problem.

Objective

The aim of this policy and associated procedures is to establish an internal procedure that will encourage and enable staff to raise concerns about any aspect of the setting's practice, (which do not meet the criteria for being dealt with as a complaint, grievance or allegation), in confidence and without fear of reprisals, to ensure that the setting continues to work within best practice and safeguard children and young people.

Scope

Concerns that should be raised via the Whistle Blowing Policy may be in relation to the actions/behaviours of other staff, or about something that is perceived as:

- unlawful
- failing to comply with the setting's policy and procedures
- poor practice
- improper conduct

Principles

This policy is based on the following fundamental principles:

- All staff have the right to raise concerns about perceived unacceptable practice or behaviour.
- The responsibility for expressing concerns about unacceptable practice or behaviour rests with all staff.
- The setting will not tolerate harassment or victimisation and will take action to protect workers when they raise a concern in good faith.
- The setting will do its best to protect a whistle blower's identity when he/she raises a concern and does not want his/her name to be disclosed. However, if the concern raised needs to be addressed through another procedure, e.g. disciplinary procedure, the worker may be required to provide a signed statement as part of the evidence.
- In some circumstances the setting may have to disclose the identity of the worker without his/her consent, although this will be discussed with the worker first.
- Appropriate advice and support will be made available to staff
- Those who raise concerns will be kept informed of the progress and outcome of any investigation.
- The setting will not tolerate malicious allegations; this may be considered as a disciplinary offence.

Procedures

Procedures for reporting and investigating 'whistle blowing' concerns have been developed to ensure that:

- Staff can raise concerns (no matter how small they may appear) internally as a matter of course and receive feedback on any action taken.
- Concerns are taken seriously and dealt with quickly and appropriately.

- Staff are reassured that they will be protected from reprisals or victimisation for whistle blowing in good faith.
- Staff can take the matter further if they are dissatisfied with the setting response and seek external advice and guidance.
- Issues raised are addressed via other procedures and policies as appropriate, e.g. safeguarding policy, allegations against an adult working in a setting, grievance, disciplinary, health and safety.
- Appropriate records are maintained for monitoring purposes.

Raising a Concern

Staff should raise concerns with the manager or management committee.

Concerns should be raised in writing and include:

- reference to the fact that it is a whistle blowing disclosure
- the background and history of the concerns
- names, dates and places (where possible)
- the reasons why the individual is concerned about the situation.

Staff who feel unable to put concerns in writing, can telephone or meet either the manager or a member of the management committee.

Who should you contact?

You should contact one of the following people in confidence:

Sophie Mills – Manager – elsworthpreschool@outlook.com

Ruth Fleischer, Chaya Robertson or Corrine Collins on - elsworthpscommittee@gmail.com

Investigation

The action taken will depend on the nature of the concern. All matters raised, except for an allegation of harm against a staff member, or unlawful activity, will be investigated internally.

The appropriate person/s will investigate the concerns thoroughly, ensuring that a written response can be provided within ten working days.

The response should include details of how the matter was investigated, conclusions drawn from the investigation, and whom to contact should the staff member be unhappy with the response and wish to raise the matter.

If the investigation cannot be completed within the timescale above, the staff member should receive a response that indicates:

- progress to date
- how the matter is being dealt with
- how long it will take to provide a final response.

In order to protect individuals, initial enquiries (usually involving a meeting with the individual raising the concern), will be made to decide whether an investigation is appropriate and, if so, what form it should take. Concerns or allegations that raise

issues that fall within the scope of other policies/procedures, will be addressed under those procedures.

Some concerns may be resolved at this initial stage simply, by agreed action or an explanation regarding the concern, without the need for further investigation.

If you do not feel that the complaint has been dealt with effectively or you still have concerns, you have a right to refer your concerns to Ofsted.

Allegation against a person who works or volunteers with children

An allegation may relate to a person who works or volunteers with children who has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If you feel a concern may meet these criteria, please follow the process in the blue and yellow allegation flowchart titled 'Allegation against a person who works or volunteers with children ...what to do' and the accompanying guidance. Do not investigate any allegations until you are certain the above criteria have not been met, advice should be gained from the Local Authority Designated Officer (LADO) where there is uncertainty.

All Allegations referred to the LADO must also be referred to Ofsted as a significant event within 14 days via telephone or the online notification form.

Local Authority Designated officer (LADO)	01223 727967
Ofsted	0300 123 1231
Senior Adviser Intervention and Safeguarding (Gemma Hope)	01223 714760

Further Advice and Support

The National Society for the Prevention of Cruelty to Children (NSPCC) whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their setting. Staff can: call 0800 028 0285, the line is available from 8:00am to 8:00pm, Monday to Friday and 9:00am to 6:00pm at weekends or email: help@nspcc.org.uk. Additionally see S3.7 & 3.8 EYFS 2026

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager and your HR provider.

"Absolutely without fail - challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong". Sounding the Alarm - Barnardos

Adoption and annual review of the policy

Adopted on:	16 th September 2027
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	September 2027

Use of mobile phones, cameras, Smart glasses and technological devices model policy

September 2026

*** Throughout this policy the term non-staff may include children, parents, visitors and contractors.**

1. Use of personal mobile phones, cameras, Smart glasses and other technological devices by staff, volunteers or students

Elsworth Pre-School recognises that staff, volunteers and students may wish to have their personal mobile phones at work for use in case of emergency. It is acknowledged that staff may also have other technological devices in their possession or within their personal belongings.

However, safeguarding of children within the setting is paramount and it is recognised that personal mobile phones and technological devices, including Smart glasses have the potential to be used inappropriately or distract from the safe supervision of the children. The setting management has implemented the following policy:

- Personal mobile phones and other technological devices, should only be used outside of working hours and not when children are present. All devices with imaging and sharing capabilities including Smart glasses and watches should have messaging and camera modes turned off if worn when working directly with children.
- Personal mobile phones and technological devices should be stored in staff lockers or in the staff room. The setting will need to consider where devices will be stored if lockers are not available given the potential safeguarding risks.
- In very unusual circumstances, such as a family emergency, staff and volunteers should seek permission from the manager or employer to use their mobile phone or a technological device.
- If a staff member, student or volunteer must use their mobile phone or technological device (see above) this should be away from the children and ensuring that staff supervision levels are not compromised.
- Consideration will be given to Staff or children who have a technological device to record medical needs such in the case of recording blood sugar levels. This will be risk assessed recognising the unique need of this device and the clear use of it for the individual.

- Staff, students or volunteers who ignore this policy and use a mobile phone or other technological device on the setting premises without permission may face disciplinary action.
- The setting's main phone number can be used for emergencies by staff or volunteers or by people who need to contact them.
- In circumstances such as outings and off-site visits, staff will agree with their manager the appropriate use of mobile phones in the event of an emergency. The setting will consider purchasing an additional phone/s to be used on off-site trips and in emergencies when evacuation of the premises is required (such as fire emergencies).
- Where there is a suspicion that the material on a mobile phone or technological device may be unsuitable and may constitute evidence relating to a criminal offence,
The 'Allegations of Abuse' process will be followed (please refer to the setting's 'Safeguarding and Child Protection Policy').
- Staff, students or volunteers remain responsible for their own property and will bear the responsibility of any losses.

2. Use of personal mobile phones, cameras, Smart glasses and other technological devices by non-staff*

Elsworth pre-school recognises that visitors may wish to have their personal mobile phones, Smart glasses and technological devices with them.

However, safeguarding of children within the setting is paramount and it is recognised that personal mobile phones, Smart glasses and other technological devices, have the potential to be used inappropriately and therefore the setting management has implemented the following policy:

- Mobile phones, Smart glasses and technological devices must only be used away from the children and where possible, off site.
- In exceptional circumstances, such as a family emergency, visitors should seek permission from the setting manager to use their mobile phone.
- The setting's main phone number can be used for emergencies.
- Photos of children must not be taken without prior discussion with the setting manager and in accordance with the UK General Data Protection Regulation and Data Protection Act 2018 (UKGDPR) and using the 'Use of images consent form' (please refer to the setting's document 'Guidance for settings on the use of

The setting will also need to consider children's possession and use of mobile phones, Smart glasses and other technological devices brought to the setting and agree a clear protocol.

images’).

- In circumstances where there is a suspicion that the material on a mobile phone, Smart glasses or other technological device may be unsuitable and provide evidence relating to a criminal offence, the ‘Allegations of Abuse’ process will be followed (please refer to the setting’s ‘Child Protection and Safeguarding Policy’).
- Visitors remain responsible for their own property and will bear the responsibility of any losses.
- Exceptions may be made when visitors need to use their device for medical recording such as in the case of recording sugar levels for a diabetic. The setting will risk assess the use of the device in this instance and remind the visitor of the strict use of the device for only this purpose.

3. Use of the setting’s mobile phone, camera and technological devices

Elsworth Pre-School provides a mobile phone and camera for staff, volunteers and students to use to support their work with children. To ensure the appropriate use of this equipment, and to safeguard children, the following policy applies:

- Only the camera and other technological devices belonging to the setting may be used to take appropriate and relevant images of children, i.e. observations, photographs of setting events and off-site trips.
- Images must be used in accordance with the UK GDPR and Data Protection Act 2018.
- Cameras and technological devices should only be used where two or more staff members are present.
- The setting’s mobile phone must only be used for work related matters and have no social media apps downloaded on to it.
- Where there is a safeguarding concern where abuse is suspected, the setting should not take images of a child’s injury, bruising or similar even if requested by Children’s Social Care. (Guidance for safer working practice for those working with children and young people in education settings, February 2022). The ‘Log of Concern and Body Map’ must be used to record all factual observations where abuse is suspected.
- In circumstances where there is a suspicion that the material on the setting’s mobile phone or technological devices may be unsuitable and provide evidence relating to a criminal offence, the ‘Allegations of Abuse’ process will be followed (please refer to the setting’s ‘Child Protection and Safeguarding Policy’).
- The setting’s mobile phone and other technological devices remain the property of the setting at all times and should not be taken off the premises (except for

outings or other off-site trips).

- The setting Designated Safeguarding Lead will be responsible for filtering and monitoring the use of devices within the setting, ensuring that they seek support from an IT specialist should there be concerns about the device and content.
- Recommendations for more information can be found from the UK Safer Internet Centre.
- Further consideration must be given to requirements within the Early Years Online Safety Considerations for Managers, UK Council for Internet Safety.

Adoption and annual review of the policy

Adopted on:	16 th September 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	September 2027

Guidance for settings on the use of images

September 2026

Introduction

This guidance is designed to offer practical advice to settings to help them achieve a balance between safeguarding the children and young people in their care and ensuring families can celebrate in their children's achievements through the use of technology.

Settings are advised to have a clear policy which outlines the safety guidelines for the use of photography and mobile phones within the setting (3.4 Early Years Foundation Stage Safeguarding and Welfare Requirements)

The use of images can be divided into three categories:

- Images taken by the setting i.e., observations
- Images taken by parents at setting events
- Images taken by third parties

Ensuring images of children and young people are protected is not only about compliance or reputation but, most importantly, safeguarding. The duty to safeguard children and young people includes online spaces. Therefore, to further protect children we will consider primarily if the image of a child is necessary in this instance to either promote an activity, event or the setting. We aim to

- remove any identifying data
- Replacing images that directly show a student face-on
- using alternative angles or group shots where possible.
- Avoid names or full names.
- Limit public visibility of student images (e.g. closed groups rather than open platforms).
- Ensure all image metadata is stripped before publication.
- Use lower resolution images to reduce risk of misuse.
- Share clear information with parents and carers about potential risks and the processes in place to protect student imagery.
- Consider protective software solutions (e.g. watermarking, metadata scrubbing or “immunisation” tools) to reduce the risk of unauthorised alteration or misuse of student imagery.
- Replace images of any children or young people who are no longer members of the setting

Staff or volunteers **must not** use personal technological devices (including mobile phones and cameras) to take images of children that attend the setting. The setting must consider the appropriate use of staff and volunteer technological devices and should have a clear policy which outlines the agreed protocol.

The UK General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018 affect the use of photography. An image of a child is personal data and it is, therefore, a requirement that consent is obtained from the parent/carers of a child for any images made such as those used for setting websites, observations, outings and events or other purposes. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.

A signed consent form should be obtained from the child’s parent/carers, and should be kept on the child’s file, covering all cases where images of children are to be used – see Appendix A. Settings should annually review consent to ensure that parents and young people, who have previously given consent, can choose to opt out if they no longer wish to be included.

Where parents/carers have refused permission for their child/young person to be photographed or have not returned a completed and signed consent form, the child’s image must not be recorded.

Where a parent/carers has given consent, but a child or young person declines to have an image taken, it should be treated as consent not having been given and other arrangements should be made to ensure that the child/young person is not photographed/filmed.

The setting will never exclude a child from an activity if consent is not given.

Care should be taken in relation to particularly vulnerable children such as Children in Care, recently adopted or those who have fled domestic abuse.

We will avoid using names during publication of images, and using only first names if we do need to identify them. We will never publish personal information or disguising information about the child.

All images used will be of children wearing appropriate clothing and avoiding full face or body shots of any children taking part in activities such as swimming where there is heightened risk of them being misused. We will promote the positives of activities in our images.

Examples:

*A photograph of a child is taken as part of their Learning and Development record and consent has been gained from parents/carers. The images are likely to be securely stored electronically with other personal data and the terms of the GDPR and Data Protection Act **will** apply.*

*A small group of children are photographed during an outing and the photo is to be used in the setting newsletter. This will be personal data but **will not** breach the UK GDPR and Data Protection Act 2018 if the children and/or their parents/carers have given their consent and the context in which the photo will be used.*

Parents wishing to take images at setting events

The UK GDPR and Data Protection Act 2018 do **not** prevent parents/carers from taking images at setting events, but these must be **for their own personal use**. Any other use would require the consent of the parents of other children in the image.

Examples:

*A parent takes a photograph of their child and some friends taking part in a sponsored fun walk to be put in the family photo album. These images are for personal use and the UKGDPR and Data Protection Act 2018 **do not** apply. Grandparents are invited to the setting nativity play and wish to video it. These images are for personal use and the UKGDPR and Data Protection Act 2018 **do not** apply. **However**, if they intend to use the video on a social networking site e.g. Instagram, Twitter, they must receive permission from the parents/carers of all the other children involved.*

The setting manager in consultation with the committee/employer must decide when parents are to be permitted to take images. This information must be given to parents.

It is recommended that wherever possible settings take their own 'official' photos or videos, to retain control over the images produced.

We will use any event opportunities to remind visitors such as parents and grandparents of the safe use of images and consent for images being taken.

Third parties

Staff should challenge anyone who is using a camera, mobile phone or video recorder at the setting whom they do not recognise.

Images taken by the press

If a child is photographed by a newspaper, the photo becomes the property of the newspaper who has the final say as to how it is used. (N.B. images can be placed by editors on the newspaper's website). Generally, newspaper photos of groups of 12 or more children do not have the names of the children attached. Photos of smaller groups might include the full name of the child in the accompanying caption; however, the setting/parents are not obliged to provide children's names and it is recommended that they do not do so. The setting will collect the name and details of the person taking photographs onsite as a visitor and they will be escorted at all times.

Example:

A photograph is taken by a local newspaper of a setting event. As long as the setting has agreed to this, and the children and/or their guardians are aware that photographs of those attending the event may appear in the newspaper and given permission, this will not breach the GDPR and Data Protection Act 2018.

Images taken by an external photographer/videographer

If an event is being photographed by a hired professional photographer or an external person who has been asked to formally take image, the setting will ensure the photographer is provided with a clear brief about appropriate content, and the photographer is escorted at all times, whilst being correctly signed into the provision as a visitor. Parents, carers and children will be informed of the photographer's presence and all and any concerns will be reported as necessary.

Storage of images

The setting has a duty of care to safeguard images so that they cannot be used inappropriately, or outside the agreed terms under which consent has been obtained. Images can be stored digitally, on videotape, in prints or negatives, or electronically, provided the storage is secure.

Images must be maintained securely for authorised setting use only, and disposed of either by return to the child, parents, or by shredding. The Images taken will be stored for the length of time required and no longer than the child remains in attendance at the provision.

Consideration must be given to the use of doorbell recording devices, Alexa and other technological device that may hold images or voices of children. Doorbell footage will only be accessed by staff whilst on the property and not from an outside source without prior consent from management. These devices will be included in the DSL's filtering and monitoring processes that are in place. Further advice can be sought from the devices own Safeguarding policy.

Transfer of images

There is a risk, however small, that images may be lost while in the process of being transferred by either traditional or electronic methods. Therefore, there is the risk that an individual who would use them inappropriately may obtain the images. This risk should be explained to parents and carers.

Publishing or displaying photographs or other images of children

The Department for Education advises that if the photograph is used, avoid naming the child. Whatever the purpose of displaying or publishing images of children care should always be taken to avoid the possibility that people outside the setting could identify and then attempt to contact children directly.

- Where possible, general shots of group activities rather than close up pictures of individual children should be used
- Children should be in suitable dress
- An article could be illustrated by including the children's work as an alternative to using an image of the child

Useful sources of information

The Information Commissioner Office website	https://ico.org.uk/
Guidance to the General Data Protection Regulation (GDPR) https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation	
Child Exploitation and Online Protection	www.ceop.gov.uk

Adoption and annual review of the policy

Adopted on:	16 th September 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	September 2027

Online Safety Policy

September 2026

We recognise the exciting opportunities technology offers to staff and children in our setting and have invested in age-appropriate resources to support this belief. While recognising the benefits we are also mindful that practitioners have a duty of care to ensure that children are protected from potential harmful online material and that appropriate filtering and monitoring systems are in place.

To reflect our belief that when used appropriately and safely, technology can support learning, we encourage adults and children to use a range of technological resources for a wide range of purposes. At the same time, we do all we can to ensure that technology is used appropriately and that children are safeguarded against all risks. While it is not possible to completely eliminate risk, any online safety concerns that do arise will be dealt with quickly to ensure that children and staff adhere to safe practices and continue to be protected. We will communicate our safe practice in the use of technologies with families and manage any concerns.

Our setting will refer to the 'Safeguarding children and protecting professionals in early years settings: online safety considerations' guidance as referenced in the Statutory Framework for the Early Years Foundation stage, 2026 3.6

Our setting follows the Screen Use requirements of the Early Years Statutory Framework 2026, 3.94 [Help for early years providers : Screen use](#)

This policy applies to everyone - staff, children, parents/carers, visitors, and contractors accessing the internet or using technological devices on the premises. The policy is also applicable where staff or individuals have been provided with setting issued devices for use off-site, for example setting organised visits and trips.;

We aim to:

- Raise awareness amongst staff and parents/carers of the potential risks associated with online technologies, whilst also highlighting the many learning and social benefits.
- Maintain a safe and secure online environment for all children in our care.
- Provide safeguarding protocols and rules for acceptable use to guide all users in their use of technology and online experiences
- Ensure all adults are clear about sanctions for misuse of any technologies both within and beyond the setting.

2. Hardware and provision use

Where staff have been issued with a device (e.g., setting laptop or iPad) for work purposes, personal use whilst off site is not permitted unless authorised by the provider/manager. The settings laptop/devices should be used by the authorised person only. Only technology owned by the setting will be used on the premises and on visits or outings. This includes mobile devices for everyday use, and, in case of emergency, a mobile phone is provided. Staff taking photographs or recording with technology not owned by our setting is specifically not allowed.

All staff have a shared responsibility to ensure that children are supervised when using the internet and related technologies to ensure appropriate and safe use as part of the wider duty of care and responding or reporting promptly issues of concern.

Setting issued devices only should be used for work purposes and, if containing sensitive information or photographs of children, should not leave the premises unless encrypted.

Online searching and installing/downloading of new programs and applications is restricted to authorised staff members only. Children should not be able to search or install anything on a setting device.

Setting issued devices should not leave the premises unless encrypted and this must be acknowledged in the policy. In the case of an outing, all data must be transferred/deleted from the setting's camera/device before leaving the setting.

3. Data Storage and Management

No electronic documents that include children's names or digital images will be transported out of the setting e.g., on Fobs, memory sticks.

Setting issued devices should not leave the premises unless encrypted. In the case of an outing, all data must be transferred/deleted from the setting's camera/device before leaving the setting.

Cybercriminals can damage a business, cause a temporary shutdown, expose confidential information, and access finances. The reputational damage could be huge and could lead to an investigation by the Information Commissioner's Office, resulting in hefty fines. Strong passwords that are reviewed regularly will be used to control access. The setting will ensure that all devices have protective software from viruses and malware and keep those up to date.

4. Email

The setting has access to a professional email account to use for all work-related business, including communication with parents/carers. This allows for email content to be monitored and protects staff from the risk of allegations, malicious emails or inappropriate contact with children and their families.

Staff must not engage in any personal communications (i.e., via Hotmail or Yahoo accounts etc.) with children who they have a professional responsibility for. This

also prohibits contact with children who previously attended the setting.

Staff should not participate in any material that is illegal, obscene, and defamatory or that is intended to annoy or intimidate another person or persons.

All emails should stay professional in tone and be checked carefully before sending, just as an official letter would be. Care should be taken when forwarding emails from others.

Designated Safeguarding Leads and SENCOs will be provided an appropriate professional email address to receive and send confidential information regarding the care and wellbeing of a child. The DSL and SENCO should ensure an alternative, confidential email address is provided in times of leave, to ensure a timely response.

5. Social Networking

Employees must not access personal blogs/social networking sites on work premises or use the setting's internet systems or email address for their own use, without prior agreement or in accordance with the setting's policy.

The setting does not condone employees writing about their work on social networking sites or web pages. If employees choose to do so, they are expected to follow the following rules:

Staff must not:

- disclose any information that is confidential to the setting or any third party or disclose personal data or information about any individual child, colleague, or service user, which could be in breach of the UK General Data Protection Regulation (UKGDPR) and Data Protection Act 2018.
- disclose the name of the setting or allow it to be identified by any details at all. This includes posting photos of children and young people, the premises, or events with work colleagues.
- link their own blogs/personal web pages to the setting's website.
- make defamatory remarks about the setting, colleagues, or service users.
- misrepresent the setting by posting false or inaccurate statements.

Remember that anything posted online could end up in the public domain to be read by children, parents, or even future employers – so be careful what you post and who you post it to. For example, posting explicit pictures of yourself could damage your reputation and that of your profession and organisation. Parents and employers may also question your suitability to care for children.

Staff should not: send social networking site 'friend requests' to, or accept them from, children, young people or parents who use the setting. All communication with children and young people should always take place within clear and explicit professional boundaries. Staff should avoid any misinterpretation of their motives or any behaviour that could be construed as grooming. Failure to

adhere to the rules and guidelines in this policy may be considered misconduct and could lead to disciplinary and/or criminal investigations.

Setting social media sites

Setting social networking sites containing information about children attending the setting must be “closed” i.e. the users of the site are accepted and monitored by the manager/administrator. No staff, families or children’s personal information will be accessible by users of the site and the manager/administrator will ensure that users’ profiles are kept private. The manager/administrator will moderate all postings to the site; they will review, and quality assure these before they appear, for example, to ensure they do not reveal personal information.

Safety Guidelines if using devices with children within the setting

Children will always be supervised when using devices and this will be used as a learning opportunity. All websites, apps and search results will be checked prior to children having access to them and safety and privacy settings are always kept at the highest level.

Staff will model the safe use of devices and online learning including activities away from devices that may support children’s understanding of the risks online (further information on these activities can be found via Uk Safer Internet Centre) Children will not use staff personal devices at any time. Any devices brought in from home will be securely stored for the duration of the child’s attendance unless prior consent has been given by management. Any medical devices needed for the child’s personal use will be risk assessed and managed with safety as a priority.

6. Sanctions

Misuse of technology or the internet may result in:

- the logging of an incident
- disciplinary action
- reporting of any illegal or incongruous activities to the appropriate authorities
- the allegations of harm process being followed using the relevant flowchart

7. Children’s Screen Use

Our setting, staff and employees follow the Screen Use requirements introduced in the EYFS 2026. Evidence shows that screens can have a big impact on children and their development in the early years.

Screen use should be avoided for under 2s and limited to up to an hour a day for children aged 2 to 5. We take a precautionary approach to using screens in our setting by limiting screen use for children and only use it carefully and intentionally, for specific learning and development aims.

In the setting for children under 2 years, we will avoid screen time altogether other than in exceptional circumstances such as a video call with parents and carers.

Screen time for 2–5-year-olds will be limited to 1 hour a day, less if possible. We are aware that screen time may be used at home so we will inform parents/carers

if the setting has utilised screen time to support learning to enable parents to make an informed decision on any possible further use outside of the setting.

- All digital content will be supported by experienced practitioners in co-engagement and will be checked to ensure it is suitable for early years children, prior to showing it to the children
- slow-paced, repetitive and predictable – we will avoid fast-paced, over-stimulating content - this includes content which has a lot of cuts, movement and flashing on screen, complex audio with lots of fast-talking characters or overlapping music and dialogue, or complex plots
- It will be advert-free, as young children cannot discern between advertisements and other content
- free of scrolling and autoplay features, to ensure children are not inadvertently exposed to inappropriate content or able to access content for longer than planned use - this includes algorithm-driven content, such as video platforms

8. Filtering and Monitoring

DSLs and managers will ensure that the setting has appropriate filtering and monitoring systems in place and that a review of their effectiveness is carried out on a regular basis.

The people responsible for filtering and monitoring devices in our setting are;

Name and role: Sophie Mills, Manger

Name and role: Mia Welsh, Deputy Manager

9. Other relevant policies and guidance

- Model policy on the use of mobile phones, Smart glasses and technological devices
- Guidance for settings on the use of images and technological devices
- Safeguarding Children and Protecting Professionals in Early Years Settings: Online Safety Considerations for Managers (UK Council for Internet Safety, 2019)
- Safeguarding Children and Protecting Professionals in Early Years Settings: Online Safety Guidance for Practitioners (UK Council for Internet Safety, Feb 2019)

This policy should be read in conjunction with the Use of mobile Phones, cameras, Smart glasses and technology devices

Adoption and annual review of the policy

Adopted on:	16 th September 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	September 2027

Child Absence Policy

March 2026

1. Purpose of policy

The purpose of this guidance is to support further improvements in the wellbeing of children in the Early Years Foundation Stage (EYFS), especially in keeping them safe and supporting their learning and development. Whilst there is no national guidance for children of non-statutory school age, this guidance has been developed in line with the statutory guidance with the EYFS (early Years Foundation Stage), DfE (Department for Education) and the Ofsted Early Years Inspection Framework

Early Years Attendance Guidance

By following this guidance, you contribute to safeguarding children and ensuring they receive an education. Many schools and settings have good practices and procedures in promoting, supporting, recording and monitoring the attendance of children in EYFS. This includes keeping accurate records of the daily times of arrival and departure of each child. It is clearly in the best interests of children and families that all schools and settings are aware of effective practice.

Staff Awareness and Compliance

All staff within your early years setting should be familiar with this guidance or your provision's attendance policy. If you choose to implement your own attendance policy, ensure it includes all relevant safeguarding and compliance measures. Staff must clearly understand the importance of good attendance and the necessity of maintaining best practices.

Children's Rights and Early Years Framework

Children of non-statutory school age have the right to health and early years services that support their full potential. The EYFS statutory framework outlines providers' responsibilities in partnership with parents/carers to promote learning, development, and school readiness. Practitioners must actively promote good attendance in line with EYFS requirements. Inspectors will assess whether staff are vigilant to potential safeguarding concerns, including:

- Poor or irregular attendance
- Persistent lateness
- Children missing from education
- Prolonged Absence (PA) Monitoring

From September 2025, under new EYFS guidance, all early year's settings must monitor and track prolonged absences (PA) as part of safeguarding.

Conversations with Parents Regarding Poor Attendance

Discussing attendance concerns with parents of non-statutory school-age children can be challenging, as parents may assert that their child is not legally required to be in education. While this is correct, it is essential to remind parents of the benefits of regular attendance, as outlined above. Good attendance establishes positive habits, prepares children for school, fosters secure relationships, and builds self-esteem.

Additionally, if a parent is claiming funding for a child who is not attending or has prolonged absences, this must be addressed. Parents should be informed that both Local Authorities (LAs) and early years settings have a safeguarding duty to follow up on poor attendance and confirm the child's whereabouts.

This guidance specifically aims to help settings to use good attendance practice to:

- Ensure Safeguarding for children
- Raising outcomes for all children and supporting behaviours and attitudes to education.
- Ensure that children and families are supported effectively and undertake Early Help assessment and/or Children's Social Care referrals as required.

Why good attendance is important

Even for very young children, there are positive benefits to be gained from regular attendance, whatever the weekly pattern of childcare. This includes not only coming to every planned session but also being there on time. It is important that all staff understand the principles of good attendance practice and the importance of good attendance by children.

Benefits include the following:

Good habits

- It builds in young children the idea that getting up and going to school or pre-school is simply what you do.
- Children who attend every planned session develop a feel for the rhythm of the week and gain a sense of security from some regular elements, even when the actual pattern or focus of their learning or activity may vary widely from week to week.

Secure relationships

- Young children find it easier to build and sustain a range of social relationships when they regularly attend their childcare setting, according to the pattern agreed with the family.
- For some families, particularly at times of stress, the child's regular attendance at the setting allows parents to get other things done and helps them enjoy spending time with the child when he or she is at home.

Self - esteem

- Children who rarely miss sessions at the setting and come on time are more likely to feel good about themselves. This is because they know what goes on and what to expect, feel more confident with adults and other children and have more opportunities to be valued and praised for their own special contribution.
- Children who regularly miss sessions or are generally late, can frequently experience a sense of having to try a little bit harder just to understand what is going on and what other children are talking about or doing.
- Regular attendance on time helps many young children to separate from their parents or carers at the start of the day and settle more readily into daily life in their setting.

Some children may need some flexibility when they first start attending to settle in but there should be a clear, time-bound plan in place to ensure the attendance patterns are normalised as soon as possible.

Learning and development

- Staff carefully plan every session for each child in their care and want to take every opportunity to help them thrive; experiences gained in one session are often developed further following the sessions.
- Children learn in many different ways; through playing with others and through being in the company of staff who actively support their learning and development.
- Underachievement is often linked to lower attendance. Good attendance and coming to the setting on time is important for every child, but especially those for whom specific factors make them more vulnerable to disengagement or underachievement.

Most children are well supported by their families and continue to thrive, whatever their background or circumstances, however, there may be factors in children's lives which make it more likely that they could experience some difficulties. So, it is particularly important to pay close attention to the patterns of attendance for potentially vulnerable groups of children, including, for example:

- Children facing difficult family circumstances e.g., housing problems, bereavement, separation/ divorce.
- Children from families experiencing some degree of financial hardship, e.g., in receipt of benefits.
- Children with additional needs, learning difficulties or disabilities.
- Children with English as an Additional Language (EAL)
- Children about whom other agencies have raised concerns, including those supported through Early Help.

If any child's attendance starts to cause concern, it should be discussed with any other staff who work with any of the child's siblings who attend other settings and with the manager/DSL. This helps establish whether there are issues only for an individual child or if the family may be going through a challenging time.

In our setting, we will:

Promote, record, and monitor attendance

Monitoring attendance is important for all children, but especially for those who are most vulnerable. When a child starts at the setting parents/carers should be informed of the importance of regular attendance and explain how the setting will monitor and steps they will take if there are any attendance concerns.

- Knowing when children have attended the setting provides vital information to keep children safe from harm and help tackle underachievement.
- Have clear accessible attendance records helps identify children at risk and helps multi agency teams to understand, assess and support the widest possible range of needs for a child and his or her whole family.
- Ensure that attendance records support the work of safeguarding young children and promote their learning and development, it is important for senior managers and staff at all levels to pay attention to the following:
 - Keep full registration details for every child, as specified in the EYFS.
 - Keep accurate information about parents, carers and others who may accompany the child to and from the setting, with at least two emergency contacts for each child, where possible.
 - Make clear and accurate entries, whether using manual or electronic registers.
 - Consistently and thoroughly investigate all absences for individual children and their siblings and keep good records of the family's explanations.
 - Put in place some routine monitoring of attendance by committee, or the owner.
 - Put in place systematic and rigorous monitoring of the registers by senior leaders who are personally involved in ensuring accurate recording, identifying, and addressing attendance issues and engaging parents.
 - Being rigorous in monitoring attendance and in identifying and analysing patterns of absence and the number of sessions missed.
 - Where extended absences occur for medical reasons, appropriate support should be given to the family depending on their needs. Keeping a place open may smooth the way for a phased return, and the best approach should be agreed upon with the parent/carer and any professional who may be working with the family.

Attendance policy

In our setting we expect any absence to be reported on the morning of the absence by the child's parents/carers and to be notified of the reason for the absence.

If we do not receive a notification or a reason for the child's absence we will contact parents/carers or emergency contacts.

Absence follow up

In our setting we will follow up on absences in a timely manner and if a child is absent for a period of [1] day without notification from the parent or carer we will attempt to contact the child's parents and/or carers and alternative emergency contacts.

Contact details for child

In our setting we will request more than two emergency contacts for each child and we will continue to request this regularly and timely if the details are not provided.

- **If a child has been absent for four weeks within the same funding period, the Provider must contact the Early Years Funding Team.**
 - Being rigorous and persistent in seeking and recording explanations for absence, however sensitively this is done.
 - Develop good relationships with the family making sure that appropriate means of communication to meet family needs is used at all times.
 - Making sure (through induction and regular reminders) that all staff know what to do, and who to tell, if:
 - a child is absent/late; - a child has a changeable or deteriorating pattern of absence or lateness; or
 - a child goes missing.
 - Making sure that the setting knows where to turn to for advice or support or whom to alert if concerns arise.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Domestic Abuse Policy for Staff, Volunteers and Managers

March 2026

Domestic abuse is a crime, and regardless of where it occurs it is against the law. Domestic abuse is defined as any incident of controlling, coercive or threatening

behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of their gender or sexuality. Domestic abuse' covers a range of types of abuse, including, but not limited to, psychological, physical, sexual, financial, emotional, verbal and economic abuse. It also includes so called 'Honour Based Violence', Female Genital Mutilation, Coercive Control and Forced Marriage. Serious Crime Act 2015 controlling and coercive behaviour became criminal offence. Controlling behaviour is behaviour that makes people subordinate or dependent by isolating them from sources of support, taking control of their resources and depriving them of their independence. Coercive behaviour includes acts of assault, threat, humiliation or intimidation that are used to harm, punish or frighten another person. Please see the Domestic Abuse statutory guidance 2024 for further definitions and details on Domestic Abuse.

1. Purpose of policy

It is rare that an employee will simply divulge that they are the victim of domestic abuse and the signs can show themselves in many different ways. Although physical violence is a visible sign of domestic abuse, the abuse may not be physical.

It is therefore vital that all of us be aware of possible signs that may point to a problem of this nature. All managers and colleagues need to be alert to those around them and feel confident about raising issues in a sensitive manner if they become concerned for a colleague. The more supportive an atmosphere that exists within the team / service the more likely it is that an individual will feel comfortable disclosing an issue of domestic abuse. Each individual suffering abuse will require support in a way that suits their particular needs. A 'one size fits all' approach is not appropriate in these circumstances. Therefore, managers are not expected to be experts but are required to know how to respond and how to signpost an employee to the support available. It is important that if a manager suspects there may be something wrong that they feel able to open up a conversation and not to wait until the employee raises the issue. The employee may never raise the issue or may do so only when things have escalated to a dangerous level.

2. Points to be considered

The impact of domestic abuse in the workplace It should be noted that there may be incidents which occur in the workplace or specifically affect the work of an employee. Possible signs of domestic abuse include:

- Changes in behaviour including uncharacteristic depression, low mood, anxiety, distraction or problems with concentration;
- Changes in the quality of work for no apparent reason:
- Arriving late or leaving early:
- Poor attendance or high presenteeism without an explanation:
- Needing regular time off for appointments:
- Inappropriate or excessive clothing:
- Change in use of phones and emails:

- Changes in behaviour and character:
- Being isolated from colleagues:
- Sleep disorders:
- Substance misuse.

Domestic abuse also affects people close to the victim and this can include work colleagues. Some effects may include:

- Being followed to or from work:
- Being subject to questioning about the victim's contact details or locations:
- Covering for colleagues when they are absent from work:
- Trying to deal with the abuse and fearing their own safety:
- Being unaware of the abuse or not knowing how to help:
- An overall impact on team dynamics, working relationships and behaviours in the workplace.

The impact of domestic abuse on the employer may include;

- Negative impact on productivity, performance and morale.
- Employee turnover, as employees may have to leave work or move away to escape abuse.

The setting expects all employees to report their concerns if they suspect a colleague is experiencing or perpetrating domestic abuse. In the first instance, they should speak to their manager about their concerns in confidence.

Whilst we recognise that employees may not feel able to disclose their personal living situation, we understand that the support we can offer will be in place regardless of a disclosure but with the hope that the employee will be working collectively with the setting and/or a specific staff members for ongoing support and to enable the setting to be proactive in helping the employee to gain the upmost from their position.

This may be in the form of adapting working arrangements- a change in working hours, work location (where possible when we have more than one setting) or other temporary measures may be possible. Full consideration will be given to security arrangements for you, such as screening telephone calls and not giving information about your work arrangements to callers. In some cases, it may be possible to consider redeployment from your existing job on a temporary basis if this is practical.

We recognise that domestic abuse may have a negative impact on your performance at work. You will not be discriminated against because of domestic abuse however it is important that you discuss any problems immediately with your line manager or HR in order that support and guidance may be offered.

3. Time off

You may need time off from work to attend counselling session or court hearing or to make alternative living arrangements. The setting will discuss how this can be accommodated to support you in these tasks and ensure the setting remains working to the highest child: adult ratios.

4. Crisis planning

There may be a time when you have to leave your home in a hurry. It is helpful to have already thought about how you would do it and have a plan ready to help you feel more in control. The following advice may be useful to you;

- *Find somewhere you can quickly use the phone*
- *Carry with you a set of emergency telephone numbers*
- *Try to have some money aside for the bus or taxi*
- *Obtain an extra set of keys for your home*
- *Try to keep an emergency bag packed.*
- *Have a checklist of important numbers such as passport, driving licence, credit cards etc.*

5. Disclosure of your personal details

We recognise that by listing you as a member of staff within the setting may increase your anxiety or level of danger to outside influences. Upon request we will not divulge your name and role upon our website, or at a request. An alternative name can be used within the workplace at your request and we will ensure confidentiality with those privy to your legal name.

6. Consideration to work arrangements

We recognise that you may need to change your working arrangements such as days and times, shifts, routines, including your journey to and from work which may affect your arrival time for example. We will support you to find a suitable alternative in these cases and collectively come to an arrangement on what would be the safest and supportive to both yourself and the settings

7. Key professionals and contact

We maintain confidentiality at all times and it may be worth considering sharing with a trusted adult within your organisation a number of key contacts, such as IDVA you have been working with, a family friend or trusted relative that can be contacted should your employee be unable to verify your wellbeing or be concerned about your ongoing wellbeing.

8. Training opportunities

We recognise that training within and outside of work may be difficult to facilitate if you are held accountable for your time and location for safety, we recommend that

you discuss this with us to ensure we can accommodate this as best as possible and ensure that your statutory training remains up to date and effective.

9. Support for managers

As stated previously while, as a manager, you are there to support the employee and offer them signposting, it is not your role to 'solve' the problem. Issues such as these are complex and will only be successfully addressed by appropriate professional intervention. As a manager you must not feel that it is your responsibility to take the weight of the employee's difficulties on your shoulders. It can be extremely distressing listening to revelations from an employee and feeling unable to make the situation right. This can cause you stress and impact on your own mental health. In addition, the desire to help could cloud your judgement and make you take decisions that place your personal safety at risk. We do not want to see either of those things happen and as a manager you need to ensure that you find avenues of support (while maintaining confidentiality) to help you, while you in turn, provide support to your employee. Please make use of the support available as it is crucially important that you look after your own wellbeing as you will not be of benefit to your team member if the situation takes a toll on your own mental health.

10. Key support and signposting

The Domestic Abuse Statutory Guidance has a wealth of information from page 147 to p151 including telephone numbers and websites. A copy of the Statutory guidance can be found.

Safe spaces within the community are located closest to the setting at village shop, Primary school.

And the IDVA service can be contacted with a professional referral from the setting via the Cambridgeshire & Peterborough Domestic Abuse and Sexual Violence Partnership. [Cambridgeshire County Council DASV Partnership - Home \(cambsdasv.org.uk\)](http://cambsdasv.org.uk)

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Monitoring Staff Behaviour Policy

March 2026

At Elsworth Pre-School we take the safety and welfare of our children and staff seriously. This policy ensures staff behave in an appropriate manner to act as a role model for and protect all children in their care. Within this policy, we will also ensure that any changes to staff behaviours or ways of working are closely monitored, discussed, and supported to ensure all children are safeguarded throughout their time here.

Expected Staff Behaviour

Within our pre-school we expect our staff to:

- Put our children first; their safety, welfare and ongoing development is the most important part of their role.
- Behave as a positive role model for the children in their care by always remaining professional and demonstrating caring attitudes to all.
- Work as part of the wider team, cohesively and openly.
- Be aware of their requirements under the Early Years Foundation Stage (EYFS) Statutory Framework and our policies and procedures designed to keep children safe from harm, whilst teaching children and supporting their early development.
- React appropriately to any safeguarding concerns quickly and concisely in accordance with the pre-school/Local Authority procedures and training received.
- Not share any confidential information relating to the children, pre-school or families using the facility
- Maintain the public image of the pre-school and do nothing that will put the setting into disrepute.
- Ensure that parental relationships are professional.

- Report to management immediately any changes in personal life that may impact on the ability to continue the role. These may include (but not limited to) changes in police record, medication and/or any social service involvement with their own children.
- Model positive behaviour in the workplace towards each other
- Please refer to the Code of Conduct Policy for further details on respectful behaviour between staff

Monitoring Staff Behaviour

Within the preschool we will:

- Conduct regular staff observations using all staff and management, during which we will look at interactions with children and their peers.
- Have regular supervisions with all staff in which ongoing suitability will be monitored and recorded.
- Use the Whistle Blowing Policy that enables team members to discuss confidentially any concerns about their colleagues.
- Operate staff suitability forms and clauses in staff contracts to ensure any changes to their suitability to work with children are reported immediately to management.
- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the Safeguarding and Child Protection Policy.
- Some behaviours that may cause concern will be investigated further:
 - Change in moods.
 - Sudden change in religious beliefs / cultural beliefs (may be a sign of radicalisation).
 - Changes in the way of acting towards the children or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.).
 - Sudden outbursts.
 - Becoming withdrawn.
 - Secretive behaviour.
 - Missing shifts, calling in sick more often, coming in late.
 - Slip in standards of work.
 - Extreme changes in appearance.

Procedure

If we have a concern about a change in staff behaviour within the pre-school, a meeting will be called with the individual and a member of management to ascertain how the person is feeling. We will aim to support the staff wherever possible and will put support mechanisms in place where appropriate.

Ultimately, we are here to ensure all staff can continue to work with the children if they are suitable to do so, but if any behaviours cause concern about the safety or welfare of the children, then the procedure on the Safeguarding and Child Protection Policy will be followed.

In the case of allegations against a team member, the Local Authority Designated Officer (LADO) will be called. All conversations, observations and notes on the staff member will be logged and kept confidential.

Please see whistleblowing policy

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Lockdown Policy

March 2026

An evacuation or lock down occurs when circumstances dictate that the safety of the children and staff is better ensured inside the current buildings, with doors and windows locked and blinds/curtains drawn. Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

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

Management of the situation will depend on the circumstances presented and could include:

- The safety of all personnel is the primary focus in managing the situation – notification and reporting are secondary to safety issues.
- Remain calm – it is important not to convey any sense of panic or danger to our children.
- Consider activities that will distract them such as making a den and having a picnic.
- Move slowly.
- Obey instructions.
- **DO NOT PROVOKE AN INCIDENT**
- The most senior staff member on site (manager) will alert other staff calmly and quietly, using the phrase 'lock down' to initiate lock down. If appropriate, they will contact the police on 999, making them aware of the situation, at the earliest opportunity. They will also alert the adjoining school of any incidents that may also affect the safety of their children and/or staff
- Staff to lock all external doors and windows and pull blinds down.
- If any children and adult are in the outdoor at the alert of a lockdown, the adult will bring all children into the building via the nearest entrance.
- A headcount will be taken of children and staff at commencement of the lockdown and at appropriate intervals during the lockdown.
- Depending on the circumstances, staff will ensure children remain inside the building with locked doors and windows and blinds pulled down, in an area staff deem safest, or children will be evacuated in a quiet and orderly manner away from the situation to a safe area defined by staff or police.
- If there is police involvement, the officer in charge will evaluate the situation and notify the manager when the site is safe and/or if any further action is needed.
- If the lock down persists for an extended period or occurs at drop-off/pick-up times, the manager will decide how best to liaise with parents/carers outside the building so as not to cause alarm.

- 'All clear' will be given by the manager - children must not be moved until all clear is given, unless in exceptional circumstances (i.e. somebody outside the window/door) in which case find another area of safety.
- Once the 'All clear' is given, another headcount of all children and staff will be taken.
- Once it is confirmed that all children and staff are safe, the manager will need to record and report the incident directly to the owner/police/Ofsted etc.
- **Safest place: adult toilet**
- **Manager to take phone and contacts to safe place with children.**

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Equality and Inclusion Policy

March 2026

At Elsworth Pre-School we take great care to treat everyone as a person with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families per their individual needs.

Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy, or maternity, ethnic or national origin, or political belief has no place within our pre-school.

A commitment to implementing our Inclusion and Equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Pre-School Manager at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, disciplinary action will be invoked under the pre-school's disciplinary policy.

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Children and Families Act 2014
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001.

The pre-school and staff are committed to:

- Recruiting, selecting, training, and promoting individuals on the basis of occupational skills requirements. In this respect, the pre-school will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy, or maternity/paternity which cannot be justified as being necessary for the safe and effective performance of their work or training.
- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the pre-school's ability to provide the necessary standard of care.
- Making reasonable adjustments for children with special educational needs and disabilities.
- Striving to promote equal access to services and projects by taking practical steps. (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families.
- Providing a secure environment in which all our children can flourish, and all contributions are valued.
- Including and valuing the contribution of all families to our understanding of equality, inclusion, and diversity.
- Providing positive non-stereotypical information.
- Continually improving our knowledge and understanding of issues of equality, inclusion, and diversity.
- Regularly reviewing, monitoring, and evaluating the effectiveness of inclusive practices to ensure they promote, and value diversity and difference and that the policy is effective, and practices are non-discriminatory.
- Making inclusion a thread which runs throughout the pre-school, for example, by encouraging positive role models using toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see our Dealing with Discriminatory Behaviour policy).

The pre-school is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy. The pre-school will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment, promotion, and other selection exercises such as redundancy selection will be conducted based on merit, against objective criteria that avoid discrimination. Shortlisting should be done by more than one person if possible. All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard. Application forms will be sent out along with a copy of the equal opportunities monitoring form. Application forms will not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies should generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage groups from applying. At interview, no questions will be posed which potentially discriminate on the grounds specified in the statement of intent. All candidates will be asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

Although you should no longer ask any health-related questions prior to offering someone work in accordance with the Equality Act 2010, the national College for Teaching and Leadership provides further guidance specific to working with children:

“Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team. People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website. Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.”

It is the policy of the pre-school not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours, and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training. Staff will follow the Dealing with Discriminatory Behaviour policy where applicable to report any discriminatory behaviours observed.

The pre-school recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive an induction which includes training with specific reference to the Inclusion and Equality policy. The pre-school will strive towards the provision of inclusion, equality, and diversity training for all staff during their induction.

Early learning opportunities offered in the pre-school encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves.
- Ensuring that all children have equal access to early learning and play opportunities.
- Reflecting a range of communities in the choice of resources.
- Avoiding stereotypical or derogatory images in the selection of materials.
- Acknowledging and celebrating a wide range of religions, beliefs, and festivals.
- Creating an environment of mutual respect and empathy.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds.
- Ensuring that children whose first language is not English have full access to early learning opportunities and are supported in their learning.
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made.
- Ensuring the medical, cultural, and dietary needs of children are met.
- Identifying a key person to each child who will continuously observe, assess, and plan for children's learning and development.
- Helping children to learn about a range of food and cultural approaches to mealtimes and to respect the differences among them.

Information about the pre-school, its activities and their children's development will be given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Supervision Policy

March 2026

Supervision 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 their professional growth and development, and that of the setting. Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. Supervision meetings should provide opportunities for staff to:

- Review and monitor practice
 - discuss any issues – particularly concerning children's development and well-being
 - identify solutions to address issues as they arise; and receive coaching to improve their personal effectiveness
- Elsworth Pre-School all practitioners who work directly with children and families are supervised by their designated line manager.
- Supervision meetings are held every 8 weeks for each staff member.
 - Supervision meetings are conducted in line with existing procedures and are held in a confidential space suitable for the task.
 - Supervision agreements are drawn up for all staff.
 - A copy of the supervision record form is retained by the supervisor and a copy provided to the supervisee.
 - Each member of staff has a supervision file which holds a copy of the supervision agreement and their supervision record form. The supervision file is always stored securely. The file may be requested by Ofsted during inspections.
 - All supervision meetings must include discussions concerning the development and well-being of each of the supervisee's key children and groups* of children.

- Where concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken – these are recorded on the child's file and may include support from external agencies.
- All aspects of supervision must ultimately focus on promoting the interests and needs of children.
- During supervision meetings members of staff can discuss any concerns they have about inappropriate behaviour displayed by colleagues.
- During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Lone Working Policy

March 2026

At Elsworth Pre-School we aim to not work alone in order to uphold the best safety and care standards for all children. A member of staff may occasionally work alone with a small group of children. Examples of such instances may include during free flow of indoor and outdoor play or nappy changes. We always ensure that our staff: child ratios are maintained.

It is the responsibility of both the employee and their manager to identify the hazards and minimise the risks of working alone. Lone working will always be within hearing of other practitioners and will only be for short periods of time for example, changing a nappy with the bathroom door open.

When children are not at pre-school, a staff member may attend the setting to carry out duties, including cleaning, administrative duties or setting up an activity.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Special Consideration for Employees

March 2026

At Elsworth Pre-School we recognise that certain employees such as young persons, new and expectant mothers and those with a disability may require special consideration.

The pre-school follows the legal requirements set out in The Management of Health and Safety at Work Regulations 1992 and the Equality Act 2010. Our Health and Safety Policy has regard to any employees requiring special consideration at the commencement of employment and throughout. The following procedure is followed.

The Pre-School Manager or the Chair of Trustees (where the employee is the manager):

- Assesses any employee requiring special consideration in conjunction with the individual on induction to the pre-school or when their condition or disablement comes to light.
- Carries out any risk's assessments relating to the occupation of such workers.
- Agrees with the worker any necessary special measures such as training and supervision, arrangements, modifications, and medical surveillance.
- Carries out further assessments and reviews at least annually, or if and when any changes to the special circumstances or environment occur.

If an employee is disabled or becomes disabled, they are encouraged to inform pre-school about their condition so that the manager can consider what reasonable adjustments or support may be appropriate.

Part-time and fixed-term employees should be treated the same as comparable full-time or permanent employees and have no less favourable terms and conditions (on a pro-rata basis where appropriate) unless different treatment is justified.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Looked After Children

March 2026

At Elsworth Pre-School we are committed to providing a welcoming and inclusive quality environment for all children and families.

The term 'looked after' is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a small minority in children's homes, looked after by family members or even placed back within the family home. The term 'looked after child' (LAC) denotes a child's current legal status. The pre-school never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC.

The legal framework for this policy is underpinned by or supported through:

- Childcare Act 2006
- Children Act (1989 and 2004)
- Adoption and Children Act (2002)
- Children and Young Persons Act (2008)
- Children and Families Act (2014).

Our pre-school treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child's carer, and social worker where applicable, the length of time the child has been with the carer before they start pre-school to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there are a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our practitioners are committed to doing all they can to support all children to achieve their full potential.

The pre-school staff team are all trained to understand and implement our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for, where appropriate. Practitioners are always supported by management, and we have an open-door policy if they need to discuss any sensitive issues regarding a child.

Where applicable, we will contribute to any assessment about the child, such as those carried out under local authorities' assessment frameworks or Early Help Assessment (EHA) and to any multi-agency meetings, case conferences or strategy meetings in relation to the child's learning and development. The child's key person will attend meetings as appropriate.

Each child is allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the pre-school and with the social worker or other professionals (where applicable).

The key person will carry out regular ongoing practice such as observations to build up a picture of the child's interests, and plan activities accordingly to support the child's stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding their developmental stages. Where necessary we will develop a care plan with carers and professionals.

This will include:

- The child's emotional needs and how they are to be met.

- How any emotional issues and problems that affect behaviour are to be managed.
- The child's sense of self, culture, language(s) and identity how this is to be supported.
- The child's need for sociability and friendship
- The child's interests and abilities and possible learning journey pathway
- How any special needs will be supported?

In addition, the care plan may 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 any other organisation or professionals and how it will be recorded and stored.
- What contact the child has with their birth parent(s) and what arrangements will be in place for supervised contact. If this is to be in the setting, when, where and what form the contact will take will be discussed and agreed.
- Who may collect the child from pre-school and who may receive information about the child.
- What written reporting is required.
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in planning.
- With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer.

Where applicable, we will complete a Personal Education Plan (PEP) for any children in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.

The key person with support from management, will work together to ensure any onward transition to school or another setting is handled sensitively, to ensure that this is as smooth as possible and all necessary information is shared. The child's individual file, including observations, photographs and pieces of artwork and mark making will be passed on to the carer at this stage.

Key contact details:

Local authority - 01480 375501

Children's social care team - 0345 045 5203

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Dealing with Discriminatory Behaviour

March 2026

At Elsworth Pre-School we do not tolerate discriminatory behaviour and will take action to tackle discrimination. We believe that parents/carers have a right to know if discrimination occurs and what actions the pre-school will take to tackle it. We follow our legal duties in relation to discrimination and record all perceived or actual incidents relating to discrimination on any grounds and report these where relevant to children's parents and the registering authority.

Definition and legal framework

Types of discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic.
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic.
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic.
- **Indirect discrimination** can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic.
- **Harassment** is defined as 'unwanted' conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability

- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity.

Incidents may involve a small or large number of persons; they may vary in their degree of offence and may not even recognise the incident has discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people.
- Derogatory name calling, insults and discriminatory jokes.
- Graffiti and other written insults (depending on the nature of what is written).
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature.
- Threats against a person or group of people pertaining to the nine protected characteristics.
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions.

We tackle discrimination by:

- Expecting all staff in the pre-school to be aware of and alert to any discriminatory behaviour or bullying taking place.
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying. This may include behaviour from parents and other staff members.
- Expecting all staff to treat any allegation seriously and report to the Pre-School Manager or Chair of Trustees if related to the manager.
- Having a named Equality Named Co-ordinator (ENCO) to lead good practice in equality.
- Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors, and parents where appropriate, on request. The Pre-School Manager and/or Chair of Trustees (if related to behaviour by the manager) is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the pre-school.
- Informing: the parents/carers of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation.

Our Equality Named Co-ordinator (ENCO) is Sophie Mills.

We record any incidents of discriminatory behaviour or bullying to ensure that:

- Strategies are developed to prevent future incidents.
- Patterns of behaviour are identified.
- Persistent offenders are identified.
- Effectiveness of pre-school policies are monitored.
- A secure information base is provided to enable the pre-school to respond to any discriminatory behaviour or bullying.

If the behaviour shown by an individual is deemed to be radicalised, we will follow the procedure as detailed in our Safeguarding Policy in order to safeguard children and families concerned.

We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff, parents and/or carers may express in pre-school.

We aim to create an atmosphere where the victims of any form of discrimination have the confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the pre-school.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Health and Safety

March 2026

At **Elsworth Pre-School** we provide and maintain safe and healthy working conditions, equipment, and systems of work for all our employees and a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within the pre-school for the benefit of all staff, children, and parents, we provide information, training, and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the arrangements which we will make to implement our health and safety procedures are set out within this policy and we make sufficient resources available to provide a safe environment.

We follow all relevant legislation and associated guidance relating to health and safety within the pre-school including:

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2024
- The regulations of the Health & Safety at Work Act 1974 and any other relevant legislation such as Control of Substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by Public Health England, the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises. To achieve this, we will actively work towards the following objectives:

- Establish and maintain a safe and healthy environment throughout the pre-school including outdoor spaces.
- Establish and maintain safe working practices amongst staff and children.
- Decide for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances.
- Ensure the provision of sufficient information, instruction, and supervision to enable all people working in or using the pre-school to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training.
- Maintain a healthy and safe pre-school with safe entry and exit routes.
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the pre-school premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the pre-school.
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments.
- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the pre-school are accessible (wherever practicable)
- Provide a safe environment for students or trainees to learn in
- Encourage all staff, visitors, and parents to report any unsafe working practices or areas to ensure immediate response by the management.

We believe the risks in the pre-school environment are low and we will maintain the maximum protection for children, staff, and parents. The pre-school will:

- Ensure all entrances and exits from the building, including fire exits are clearly identifiable and remain clear at all times.
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action.
- Ensure that all staff, visitors, parents, and children are aware of the fire procedures and regular fire drills are carried out.
- Have the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order.
- Ensure that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors, and children.
- Ensure that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate.
- Ensure there are suitable hygienic changing facilities (see infection control policy)
- Prohibit smoking on the pre-school premises.
- Prohibit any contractor from working on the premises without prior discussion with the Management team.
- Encourage children to manage risks safely and prohibit running inside the premises unless in designated areas.

- Risk assesses all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the pre-school.
- Ensure all cleaning materials are placed out of the reach of children and kept in their original containers.
- Prohibit certain foods that may relate to children's allergies, e.g. nuts are not allowed in the pre-school.
- We follow the EU Food Information for Food Consumers Regulations (EU FIC). These rules are enforced in the UK by the Food Information Regulations 2014 (FIR). We identify the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed.
- Follow the allergies and allergic reactions policy for children who have allergies.
- Ensure risk assessments are undertaken on the storage and preparation of food produce within the pre-school.
- Familiarise all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are.
- Provide appropriately stocked first aid boxes and check their contents regularly.
- Ensure children are always supervised.
- Ensure no student or volunteer is left unsupervised at any time.
- Ensure staff paediatric first aid certificates are made available to parents.

The designated Health and Safety Officer in the pre-school is **Sophie Mills**

The employer has overall and final responsibility for this policy being carried out at:
Elsworth Pre-School

All employees have the responsibility to cooperate with senior staff and the manager to achieve a healthy and safe pre-school and to take reasonable care of themselves and others. Neglect of health and safety regulations/duties will be regarded as a disciplinary matter (see separate policy on disciplinary procedures). Whenever a member of staff notices a health or safety problem which they are not able to rectify,

they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to a member of management.

Daily contact, half-termly staff meetings and health and safety meetings provide consultation between management and employees. This will include health and safety matters.

Person responsible for monitoring staff training is **Sophie Mills**

Health and safety are covered in all induction training for new staff.

At present at least one member of staff on duty **MUST** hold a full paediatric First Aid certificate in the pre-school and when on outings. In addition to this, all newly qualified entrants to the early years workforce who have completed a level 2 and/or

level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting
All trained first aiders must be listed in the first aid policy.

All staff are responsible for general health and safety in the pre-school Risk assessments will be conducted on all areas of the pre-school, including rooms, activities, outdoor areas, resources, and cleaning equipment. These are reviewed at regular intervals and when arrangements change. All equipment, rooms and outdoor areas will be checked thoroughly by staff before children access them or the area. Unsafe areas will be made safe/removed from the area by this member of staff to promote the safety of children. If this cannot be achieved the manager will be notified immediately

We provide appropriate facilities for all children, staff, parents, and visitors to receive a warm welcome and provide for their basic care needs, e.g. easy to access toilet area and fresh drinking water. The pre-school will adhere to the Control of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents, and visitors are safe in relation to any chemicals we may use on the premises. All staff and students will receive appropriate training in all areas of health and safety which will include risk assessments and fire safety. We may also use benefit risk assessments for particular activities and resources for children. We have a clear accident and first aid policy to follow in the case of any person in the pre-school suffering injury from an accident or incident. We have a clear fire safety policy and procedure which supports the prevention of fire and the safe evacuation of all persons in the pre-school. This is to be shared with all staff, students, parents, and visitors to the pre-school. We review accident and incident records to identify any patterns/hazardous areas. All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. Staff will receive these updates, as with all policy changes, as and when they happen.

The policy is kept up to date and reviewed especially when the pre-school changes in nature and size. It is revised annually, or as and when required. We therefore welcome any useful comments from members of staff, parents, and visitors regarding this policy.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Infection Control Policy

March 2026

At Elsworth Pre-School we promote the good health of all children attending through maintaining high hygiene standards and reducing the chances of infection being spread. We follow the Infection Control in Schools and other Childcare Settings guidance which sets out when and how long children need to be excluded from settings, when treatment/medication is required and where to get further advice from.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus, which is produced when an infected person talks, coughs or sneezes. It can also spread through hand/face contact after touching a person or surface contaminated with viruses.

We follow the guidance below to prevent a virus or infection from moving around the pre-school, Our staff:

- Encourage all children to use tissues when coughing and sneezing to catch germs.
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of.
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy.
- Have access to Personal Protective Equipment (PPE) for when changing nappies, toileting children and dealing with any other bodily fluids, if desired. Staff are requested to dispose of these in the appropriate manner and wash hands immediately.
- Clean and sterilise all potties and changing mats before and after each use.
- Clean toilets at least daily and check them throughout the day.
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this.
- Clean all toys, equipment and resources on a regular basis using antibacterial cleanser or through washing in a washing machine.

- Where applicable wear specific indoor shoes or slippers whilst inside the pre-school and make sure that children wear them as well.
- Follow the Sickness and Illness policy when children are ill to prevent the spread of any infection in the pre-school. Staff are also requested to stay at home if they are contagious.

In addition:

- The pre-school manager retains the right to refuse all children, parents/carers, staff and visitors who are deemed contagious and may impact on the health and welfare of the rest of the pre-school.
- Parents/carers are made aware of these procedures and the importance for them to follow these guidelines whilst in the pre-school.
- Periodically each room in the pre-school will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises.
- The pre-school will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are always maintained and increased during the winter months or when flu and cold germs are circulating.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
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Next Review Date	March 2027

Immunisations

March 2026

24-Hour exclusion Following Immunisations

The preschool requires that children remain at home for 24 hours following routine immunisations. This is a precautionary measure to ensure children's safety and wellbeing.

1. Early detection of reactions – While most immunisation reactions are mild, a small number of children may develop symptoms such as fever, irritability, rash, or soreness at the injection site. Staying at home allows parents/carers to observe and respond promptly.
2. Child comfort and care – Children may feel unwell or tired following vaccination. At home, parents can provide closer monitoring, rest, and comfort.
3. Minimising disruption in the preschool – Mild reactions may become more noticeable in a busy group setting. The precaution reduces the risk of spreading minor illnesses (e.g., fevers caused by vaccination) or causing distress to the child.

Implementation

- Parents/carers are asked to notify the preschool of vaccination appointments in advance.
- Children may return after 24 hours, provided they are well enough to participate in normal activities.

- Any child showing symptoms of illness beyond mild post-vaccination reactions should follow the preschool's standard illness policy and seek medical advice if necessary.

Medication

March 2026

At Elsworth Pre-School we promote the good health of children attending pre-school and take necessary steps to prevent the spread of infection (see our Sickness and Illness policy). If a child requires medicine, we will obtain information about the child's needs for this and will ensure this information is kept up to date.

We follow strict guidelines when dealing with medication of any kind in the pre-school and these are set out below:

- Medicines containing aspirin will only be given if prescribed by a doctor.
- Prescription medicine will only be given when prescribed for the person named on the bottle for the dosage stated.
- Medicines must be in their original containers.
- If a child is prescribed antibiotics they must remain off preschool for **24 hours** after the first dose in case of a reaction to the medication.
- If a child has a temperature that requires calpol, they must remain off preschool until **24 hours** after the last dose of calpol.
- Those with parental responsibility for any child requiring prescription medication should hand over the medication to the most appropriate member of staff who will then note the details of the administration on the appropriate form and another member of staff will check these details.
- Those with parental responsibility must give prior written permission for the administration of each medication. However, we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication.

- The pre-school will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist.
- The parent/carer must be asked when the child has last been given the medication before coming to pre-school; and the staff member must record this information on the medication form. Similarly, when the child is picked up, the parent/carer must be given precise details of the times and dosage given throughout the day. The parent's signature must be obtained at both times.
- At the time of administering the medicine, a member of staff will ask the child to take the medicine or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. (It is important to note that staff working with children are not legally obliged to administer medication).
- If the child refuses to take the appropriate medication, then a note will be made on the form.
- Where medication is "essential" or may have side effects, discussion with the parent/carer will take place to establish the appropriate response.
- All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children. Emergency medication, such as inhalers and EpiPen's, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach.
- Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children.
- All medications must be in their original containers; labels must be legible and not tampered with, or they will not be given.
- All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.

Non-prescription medication (*these will not usually be administrated*)

- The pre-school will not administer any non-prescription medication containing aspirin.
- The pre-school will only administer a single dose of non-prescription medication when the manager deems it to be an emergency. For example, a high temperature or a bee sting when parents either cannot be contacted or cannot reach the pre-school quickly. After this dose, medical attention should be sought if parents still cannot collect. On registration, parents will be asked if they would like to give consent to their child being given a specific type of

liquid paracetamol or antihistamine in such circumstances.

- If the pre-school feels the child would benefit from medical attention rather than nonprescription medication, we reserve the right to refuse pre-school care until the child is seen by a medical practitioner.
- An emergency pre-school supply of fever relief (e.g. Calpol) will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date.
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day, the pre-school will make every attempt to contact the child's parents. Where parents cannot be contacted then the pre-school manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the pre-school, the circumstances surrounding the need for this medication and the medical history of the child on their registration form.
- Giving non-prescription medication will be a last resort and the pre-school staff will use other methods first to try and alleviate the symptoms, e.g. for an increase in temperature the preschool will remove clothing, use fanning, tepid cooling with a wet flannel. The child will be closely monitored until the parents/carers collect the child.
- If any child is brought to the pre-school in a condition in which they may require medication sometime during the day, the manager will decide if the child is fit to be left at the pre-school. If the child is staying, the parent/carer must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form.
- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the pre-school, together with the times and dosage given.
- The pre-school DOES NOT administer any medication unless prior written consent is given for each medicine.

As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic. The pre-school will do all it can to make any reasonable adjustments including working with parents/carers and other professionals to arrange for appropriate health officials to train staff in administering the medication.

Members of staff

All pre-school staff have a responsibility to work with children only where they are fit to do so. Staff must not work with children where they are infectious or too

unwell to meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes a person drowsy. If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability they must inform their manager and seek medical advice.

The pre-school manager will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment.

Where staff may occasionally or regularly need medication, any such medication must be kept out of reach of children in the office or kitchen where staff may need easy access to the medication such as an asthma inhaler. In all cases, it must be stored out of reach of the children. It must not be kept in the first aid box and should be labelled with the name of the member of staff.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Promoting Positive Behaviour

March 2026

At Elsworth Pre-School we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities.

The pre-school actively promotes British values and encourages and praises positive, caring and polite behaviour and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and their peers. Within the pre-school we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum. We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting.
- Encourage self-discipline, consideration for each other, our surroundings and property.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills.
- Ensure that all staff act as positive role models for children.
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown.
- Work in partnership with parents by communicating openly.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them.
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent.
- Promote non-violence and encourage children to deal with conflict peacefully.

- Provide a key person system enabling staff to build a strong and positive relationship with children and their families.
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate.
- Have a named person who has overall responsibility for behaviour management.

Our named person, **Sophie Mills**, is responsible for managing behaviour and will:

- Advise other staff on behaviour issues.
- Keep up to date with legislation and research, alongside other senior staff members.
- Support changes to policies and procedures in the pre-school.
- Access relevant sources of expertise where required and act as a central information source for all involved.
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our pre-school rules are concerned with safety, care, and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example, by physically hurting another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise or give comfort where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

When children behave in unacceptable ways, we:

- Never use or threaten to use physical punishment/corporal punishment such as smacking or shaking.
- Only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if necessary.
- Recognise that there may be times where children lose control and may need individual techniques to restrain them. This will only be carried out by staff who

have been appropriately trained to do so. Any restraints will only be carried out following recommended guidance and training and only with a signed agreement from parents/carers as to when to use it. We will complete an Incident Form following any restraints used and notify the parents/carers.

- Do not single out children or humiliate them in any way. Where children use unacceptable behaviour, they will, wherever possible, be re-directed to alternative activities/ Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity.
- Will not raise their voices (other than to keep children safe).
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome and use this as an opportunity to learn.
- Decide how to handle a behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate.
- Help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate.
- Inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases, we deal with inappropriate behaviour in pre-school at the time. We may ask parents/carers to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the pre-school. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist; this will be with parental consent.
- Support children in developing non-aggressive strategies to enable them to express their feelings.
- Keep confidential records on any inappropriate behaviour that has taken place. We inform parents/carers and ask them to read and sign any incidents concerning their child.
- Support all children to develop positive behaviour, and we make every effort to provide for their individual needs.
- Through partnership with parents and formal observations, make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan, where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager

will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety always. In these instances, we may remove a child from an area until they have calmed down.

Our positive behaviour strategies include (but are not limited to):

- Having a consistent routine.
- Consistent songs for transitions including time warnings for each.
- Encouraging children to make choices to empower them.
- Staff modelling expected behaviour.
- Staff acknowledging desired behaviour with specific praise, especially with children who are having difficulties.
- Giving a commentary to sharing and turn-taking during appropriate activities.
- Valuing each child's unique qualities ensuring they are able to feel confident and proud.

Bullying takes many forms. It can be physical, verbal, or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years. It is very rare that a child in the early years will be involved in bullying as they are developing their early emotional, behavioural, and social skills. Children's unacceptable behaviour at this age will usually be developmentally appropriate and not considered bullying.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling. We encourage children to recognise that fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our pre-school, staff follow the procedure below to enable them to deal with challenging behaviour:

- Are encouraged to ensure that all children feel safe, happy and secure.
- Are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way.
- Help children to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways.
- Intervene when they think a child is being bullied, however mild or harmless it may seem.
- Initiate games and activities with children when they feel play has become aggressive, both indoors and out.
- Sensitively discuss any instance of bullying with the parents/carers of all involved to look for a consistent resolution to the behaviour.
- Be available to discuss any concerns that a parent/carer may have about their child. Through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the pre-school.

- Treat all concerns in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Biting Policy

March 2026

At Elsworth Pre-School we follow a positive behaviour policy to always promote positive behaviour. However, we understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

Our Procedure

The pre-school uses the following strategies to help prevent biting; sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures. Staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents.
- Inform the child who has caused the bite, in terms that they can understand, that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad.
- The child will be asked to say sorry, if developmentally appropriate, or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter, if appropriate.
- Complete an incident form to share with the parents at the end of the child's session.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration. Arrange for a meeting with the child's parents/carers to develop strategies to prevent the biting behaviour. Parents/carers will be reassured that it is part of a child's development and not made to feel that it is their fault.

- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.
- If a child bites repeatedly the pre-school will work with parents/carers to support strategies, with observations and parent/carer partnerships we will identify triggers that enable a strategy to support the child to behave or communicate in a more positive way.
- If a child or member of staff sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out.
- In cases where a child may repeatedly bite and/or if they have a special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child doesn't have the communication skills, the manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Overall Approach to Risk Assessment

March 2026

At Elsworth Pre-School we promote the safety of children, parents/carers, staff and visitors by reviewing and reducing any risks.

Risk assessments document the hazards/aspects of the environment that need to be checked on a regular basis, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how this will be monitored and checked and by whom.

The pre-school carries out written risk assessments regularly (at least annually). These are regularly reviewed and cover potential risks to children, staff, and visitors at the pre-school. When circumstances change in the pre-school, e.g. a significant piece of equipment is introduced; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change. All staff are trained in the risk assessment process to ensure understanding and compliance.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
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Next Review Date	March 2027

Lost Child from Pre-School Procedure

March 2026

Elsworth Pre-School takes the safety of children very seriously and will take every precaution necessary to ensure that the children in their care do not leave a session unaccompanied. The chances of finding a missing child safe are greatest if the child's absence is soon discovered. Staff will undertake periodic head counts using the key person system, in addition to the registration procedure. If, in the event of a member of staff not being able to account for a child's whereabouts, the following action will be taken:

Procedure for a child going missing or leaving unaccompanied from the pre-school premises.

We will:

- As soon as it is noticed that a child is missing, the staff member will alert the most senior member of staff available, who must establish who last saw the missing child, where and when.
- Staff members are all briefed and any other adults on premises are made aware of the situation.
- The remaining children will be gathered into one group, within the pre-school building, with one/two adults, one who must be a staff member, so they remain supervised, calm, and supported throughout.
- A staff member will check the doors and pre-school gates to establish if a breach of security could have occurred. If a breach has occurred, the grounds should be secured immediately. The most senior member of staff should assign an adult to start a search of the surrounding area outside of the pre-school premises.
- A register will be taken to make sure that no other children have gone missing, and the children will be asked if/when they saw the child that is missing.
- The remaining staff members will search the pre-school premises systematically, under the guidance of the most senior member of staff.

In the unlikely event that the child is not found within 5 minutes of being identified as missing, the Designed Officer will call the police and follow police instructions.

They will then contact the parents of the missing child. If they are unavailable, they will call the child's emergency contact number.

Procedure for a child going missing on an outing.

We will:

- 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.
- The organiser will be informed immediately, and all staff/volunteers present will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm, and supported throughout.
- The most senior member of staff will contact the police and report the child as missing. They must follow the police's instructions.
- They will then contact the child's parent/carers, giving details of what has happened. If the whole pre-school is on an outing, all contact details will be taken on the trip by the most senior member of staff, otherwise the pre-school will be informed and the most senior member of staff at pre-school will inform the child's parent/carers. If they are unavailable, they will call the child's emergency contact number.
- During this period, staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children.
- It will be the most senior member of staff's responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff).

Recording the incident

All incidents must be recorded in writing as soon as practicably possible to include the following:

- The date and time of the incident
- Where the child went missing from e.g. the setting or an outing venue
- Who (staff/children) were on 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, including the time it is estimated that the child went missing.
- What had taken place on premises or on the outing from the point the child went missing
- The time that the police, Local Authority Designated Officer and/or Ofsted (if relevant) were notified.
- The report is counter-signed by the most senior member of staff and the date and time added.
- What is believed to have caused the breach in security.

Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

Carrying out an investigation

The Chair of Trustees may be required to carry out a full investigation which may include taking written statements from staff, volunteers and/or parent/carers who were present. LADO, Ofsted, the pre-school staff and parents/carers of the lost child will be informed of the outcome of the investigation.

If the incident warrants a police investigation, all staff, volunteers and parents/carers are expected 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.

Managing people

The pre-school understands in such circumstances emotions can be heightened and people's behaviour can be unpredictable. Those who may seem quite calm about the incident at the time can later become angry, threaten legal action, or approach the local press. We will be clear about the circumstances surrounding the incident and will respond sympathetically to questions without implications or admission of responsibility.

Our staff may 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 and trustees will ensure that any staff under investigation are not only fairly treated but receive support while feeling vulnerable.

Parents may feel angry, and fraught. They may 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 who should be the Pre-School Manager and the other the Chair of Trustees. Aggression or threats against our staff are not tolerated and the police may 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.

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. Chair of Trustees will use their discretion to decide what action to take.

With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.

Dealing with the media

Distressed parents may contact the local press, or reporters may hear about the incident if the police are involved. It is sensible for one person, which will be the Pre-School Manager to be the one who speaks for the setting. All adults will be asked to refer all enquiries to the agreed spokesperson. Our staff must not discuss any missing child incident with the press.

Informing other parents

We recognise that other parents/carers will need to be given brief, accurate information as rapidly as possible. We will ensure that this happens by sending an email about the incident and offering a meeting if parents would like to speak about the incident further.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Sun Care

March 2026

At Elsworth Pre-School we are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life. We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Key persons will work with the parents of their key children to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine, e.g. black and/or Asian colouring.
- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e. with an extended back and side to shield children's neck and ears from the sun) to provide additional protection.
- Parents may wish to enrol into our sun cream scheme, the cost for the summer term is £2.50 for 2-3 days and £5 for 5 days. If parents wish to provide their own sun cream, children must have their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date.
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long trouser legs.
- Children's safety and welfare in hot weather is the pre-school's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided.
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am – 3.00pm on hot days.
- Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day.
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days, and this will be accessible both indoors and out.
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun.

- Shade will be provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Conflict Resolution with Parents who may be Challenging

March 2026

At Elsworth Pre-School we believe that we have a strong partnership with our parents/carers and an open-door policy to discuss any matters arising (if applicable). In the unlikely event that a parent starts to act in an aggressive or abusive way at the pre-school, our policy is to:

- Direct the parent away from the children and into a private area, such as the office (where appropriate)
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children.
- Act in a calm and professional way, ask the parent/carer to calm down and make it clear that we do not tolerate aggressive or abusive language or behaviour.
- Contact the police if the behaviour escalates.
- Once the parent/carer calms down, the member of staff will then listen to their concerns and respond appropriately.
- An incident form will be completed detailing the time, reason and action taken.
- Management will provide any support and reassurance that staff may need following the experience and seek further support where necessary.
- Management will also signpost parents/carers to further support where applicable.
- Staff will protect the privacy of the children in our care and ensure that information regarding the incident is kept confidentially.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
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Next Review Date	March 2027

Access and Storage of Information

March 2026

At Elsworth Pre-School we have an open access policy in relation to accessing information about the pre-school and parents/carers own children. This policy is subject to the laws relating to data protection and document retention. Parents are welcome to view the policies and procedures of the pre-school which govern the

way in which the pre-school operates. These may be viewed anytime on the pre-school website.

The pre-school manager or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these in line with the pre-school's communications policy.

Parents are also welcomed to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection. As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office.

All parent, child and staff information are stored securely according to the requirements of data protection registration including details, permissions, certificates and photographic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

The pre-school's records and documentation are kept and stored in accordance with minimum legal archiving requirements. We currently archive records in accordance with Cambridgeshire County Council's record retention periods advice document, this can be accessed on the notice board in the office.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
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Late Collection and Non-Collection

At Elsworth Pre-School we expect all parents/carers to agree to our collection times of 11.50-11.55 for a morning session, 2.45-2.55 for an all-day/afternoon session or 3.45-3.55 for afterschool club. We recognise that there are occasions when a child will need to be collected at another time, we ask that parents/carers inform us of this so that we can support the child in a change of pre-school routine. We give parents information about the procedures to follow if they expect to be late.

These include:

- Agreeing a safety password with the pre-school in advance to be used by anyone collecting a child who is not the parent/carer (designated adult).
- Calling the pre-school as soon as possible to advise of their situation.
- Asking a designated adult to collect their child wherever possible.
- Informing the pre-school of this person's identity so the pre-school can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation.
- If the designated person is not known to the pre-school staff, the parent/carer must provide a detailed description of this person, including a photo and their date of birth where known. This designated person must know the individual child's safety password for the pre-school to release the child into their care. This is the responsibility of the parent/carer.

If a child has not been collected from the pre-school after a reasonable amount of time, 15 minutes after the end of the session, we initiate the following procedure:

- The pre-school manager or most senior member of staff on rota will be informed that a child has not been collected.
- They will check for any information regarding changes to normal routines, parent/carer work patterns or general information. If there is no information recorded, they will try to contact the parents/carers on the telephone numbers provided for their mobile, home or work. If this fails, the manager will try the emergency contacts shown on the child's records.
- The pre-school manager or most senior member of staff on rota and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the pre-school will plan to meet required staff ratios. If the parents/carers have still not collected the child, the pre-school manager/staff member will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record.

- In the event of no contact being made after one hour has lapsed, the Designated Person will ring the local authority children's social services emergency duty team.
- Ofsted will be notified by the Nominated Person as soon as possible.
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child.
- The child's welfare and needs will be always met and to minimise distress staff will distract, comfort and reassure the child during the process.

To provide this additional care a late fee of **£1 a minute** will be charged to parents. This will pay for any additional operational costs that caring for a child outside their normal preschool hours may incur. We will charge a late fee if children are not collected by 11.55 for a morning session, 2.55 for all day session, or 3.55 for afterschool club. The late collection fee will end when the child is collected either by the parents or social services.

Contact numbers:

Social Services Emergency Duty Team 0345 045 1362

Ofsted 0300 123 1231

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Admissions

March 2026

At Elsworth Pre-School we care for children between the ages of 2 years and 5 years. The numbers and ages of children admitted to the pre-school comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions, we are mindful of staff child ratios and the facilities available at the pre-school.

The pre-school uses a first come first served approach to offering childcare. A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and room availability.

We operate an Inclusion and Equality policy and ensure that all children have access to pre-school places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents/carers.

Prior to a child attending pre-school, parents/carers must complete a registration form. These forms provide the pre-school with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental/carer responsibilities, dietary requirements, collection arrangements, fees, and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent, and vaccinations etc.

Providers eligible to provide government funded places for early education

All settings registered to accept government funding (detailed in the Code of Practice) must offer free places for two to five-year olds for early learning sessions specified by the local authority. At Elsworth Pre-School we currently provide free

funded places available for children subject to availability. These places will be allocated on a first come, first served basis and can be booked a term in advance.

Please note for admissions for the free early years education we have a termly intake, beginning the term following your child's second/third birthday. Sessions can be invoiced prior to this time. All funded sessions are now in line with the flexible arrangement as specified by the Government. When you register your child for their funded place, we will discuss your needs and, as far as possible, with availability and staffing arrangements, we will accommodate your wishes.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Arrivals and Departures

March 2026

At Elsworth Pre-School we give a warm welcome to every child and family on their arrival. A member of staff will open the gate to allow parents/carers to enter the premises and will close the gate behind them. The pre-school can only permit two families within the pre-school building at any time during drop off. Families are asked to remain outside the building and not to block the entrance until they are invited inside by a staff member.

Parents/carers are requested to pass the care of their child to a staff member. The staff member receiving the child will immediately record the time of the child's arrival in the daily attendance register. The staff member will also record any specific information provided by the parents, which could include the child's interests, experiences, and observations from home.

If the child is required to be given medicine during the day, the staff member must ensure that the medication procedure is followed (see Medication Policy).

A staff member will remain at the gate to allow families to enter and exit the premises.

We will not be able to accept early arrivals, due to staff ratios.

Departures

At Elsworth Pre-School we aim to provide a safe, smooth and efficient handover of children to their parent/carer/designated adult. Therefore, we can only allow a maximum of two families inside the pre-school premises at one time.

A staff member will open the gate, allow two families onto premises and lock the gate behind them. We ask families who are permitted on premises to remain outside the pre-school building to ensure a smooth and efficient handover. Their child will be collected and brought to them for handover.

The child's keyworker or other nominated member of staff (in the absence of their keyworker) must plan the departure of the child. This should include an opportunity to briefly discuss the child's day with the parent/carer/designated adult. They should also be informed of any accidents or incident, and the required records must be signed by the parent/carer/designated adult prior to departure. On departure, the staff member releasing the child at the gate must mark the child register immediately to show the time that the child has left the premises.

Where applicable, all medicines should be recovered from the medicine box/fridge prior to the parent/carer/designated adult arriving and handed to them personally. The Medication policy is to be followed regarding parental signature.

If the child is to be collected by someone who is not their parent/carer, the following procedure must be followed to identify the designated person. The designated adult will provide the password that was advised when the child joined the setting. Additionally, a photograph of the designated adult must be given in advance of the collection by the designated adult. The pre-school will not release a child to anyone other than the known parent/carer unless an agreement has been made concerning the designated adult's arrival. Parents/carers are informed about these arrangements and regularly reminded.

Staff members are not able to take your child home on your behalf unless there is a signed Accepting Responsibility Form by the parent/carer. This may be used

where a relation between staff member and child at the same setting exists. This is to safeguard both the child and member of staff.

In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated adult of the agreed procedure and contact the pre-school about the arrangements as soon as possible. If the pre-school is in any doubt, they will check the person's identity by ringing the child's parent or their emergency contact number.

For late collections, please refer to the Late Collection Policy.

If a parent/carer/designated adult requires entry to the pre-school outside of arrival or departures times, they will be required to complete their time of entry and exit in the Visitors Book. Please refer to Supervision of Visitors policy for further information.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Pre-School Sessions

March 2026

At Elsworth Pre-School we aim to provide sessions that provide early years education and care at timings to support our families' needs whilst balancing the provision that we can offer as a village pre-school. We review our session times regularly and welcome feedback from parents and carers to inform us of changing needs.

Our Pre-School sessions are:

Session	Cost
Breakfast club: 8am – 8.55am	2-year-olds £8.00 3+ year olds £7.00
Morning session: 8.55am – 11.55am	2-year-olds £24 per 3 hour session* 3+ year-olds £20 per 3 hour session* *if funding is not used.
Afternoon session: 11.55am – 2.55pm	
Afterschool club: 3pm- 3.55am	2-year-olds £8.00 3+ year olds £7.00

We ask for 4 weeks' notice of changes to main sessions and 7 days' notice for changes to breakfast club so that we can ensure that every session is staffed adequately to always ensure safe and quality provision.

We will always try our best to accommodate your needs at short notice and aim to be as flexible as possible as we understand family needs change.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Food and Nutrition Policy

March 2026

At Elsworth Pre-School, we are committed to supporting children's health and wellbeing by promoting a positive, safe, and consistent approach to food and nutrition.

This policy sets out our approach to:

Meals and snacks

Packed lunches

Birthdays and celebrations

Food safety, allergies, and cultural/religious needs

1. Principles

All children are entitled to a healthy, balanced diet that supports growth, development, and learning.

Mealtimes are social, relaxed, and inclusive.

Food is never used as a reward or punishment.

Staff act as positive role models by modelling healthy choices.

2. Meals & Snacks

We provide healthy snacks (fruit, vegetables, toast, milk, or water).

Drinks are limited to plain water or milk — no squash, juice, or fizzy drinks.

We encourage children to try new foods but never pressure them to eat.

3. Packed Lunches

Parents are encouraged to provide a balanced lunchbox including:

- Fruit/vegetables
- Starchy food (bread, rice, pasta, potatoes)
- Protein (meat, fish, eggs, beans, pulses)
- Dairy or alternatives (yoghurt, cheese slices, milk, fortified alternatives)

Foods we ask families to avoid:

- Sweets, chocolate bars, sugary yoghurts, biscuits
- Fizzy or sweetened drinks
- Choking hazards (whole grapes, cherry tomatoes, cheese cubes, popcorn, whole nuts)

If a child's lunch regularly contains unsuitable items, staff will discuss this privately with parents, never in front of children.

4. Birthdays & Celebrations

We celebrate birthdays in fun, inclusive ways (cards, singing, games).
Cultural and religious food traditions will be respected and included where safe and appropriate.

5. Allergies & Special Diets

Parents must inform us of all allergies, intolerances, and dietary needs.
All allergy information is shared with staff and displayed in food preparation areas.
We take strict care to avoid cross-contamination.

6. Safeguarding & Equality

All children have the right to safe, appropriate food that respects their health, culture, and family preferences.
We do not allow food-based teasing or comparisons between lunchboxes.
Staff never comment negatively on a child's food in front of them.

7. Monitoring & Review

This policy will be reviewed annually with input from staff and parents.
We will update it in line with EYFS guidance and public health recommendations.
Together, we will create a positive food culture, supporting children to develop healthy eating habits for life.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Chargeable Extras and Alternatives Policy

March 2026

1. Purpose

Elsworth Pre-School is committed to ensuring that all eligible children can access their funded early education entitlement without being required to pay for additional services or activities.

This policy sets out how the setting manages optional chargeable extras and ensures that parents and carers are provided with clear information and appropriate alternatives where charges apply.

The setting will ensure that optional extras are genuinely optional and that a parent or carer's decision not to purchase an extra does not affect their child's access to their funded early education entitlement.

This policy has been developed with reference to the Department for Education Early Education and Childcare Statutory Guidance and the Cambridgeshire EYC Local Agreement.

2. Funded Early Education

Elsworth Pre-School offers eligible children the 15-hour and 30-hour funded entitlements.

Funded hours are delivered within the setting's normal opening hours of 8.00am to 3.55pm and are available through a range of session patterns, subject to availability.

The setting offers:

- Full-day sessions: 8.00am–3.55pm
- Morning sessions: 8.45am–11.55am
- Afternoon sessions: 11.55am–2.55pm

Funded hours are provided as continuous sessions. Children are not required to leave the setting during their funded session because their parent or carer has declined an optional chargeable extra.

3. Chargeable Extras

Elsworth Pre-School currently offers the following optional chargeable extras:

- Breakfast
- After-school snack
- Football Fun Factory sessions
- Additional hours outside a child's funded entitlement, where applicable

All chargeable extras are clearly communicated to parents and carers before they are agreed.

Charges are kept separate from the funded early education entitlement and are clearly identified on invoices.

Parents and carers are not required to purchase chargeable extras in order to access their child's funded place.

The setting does not charge:

- Registration fees for accessing a funded place
- Administration fees for accessing a funded place
- Sustainability fees
- Deposits to secure a funded place
- Any other compulsory charge as a condition of accessing funded hours

4. Alternatives to Chargeable Extras

The setting recognises that parents and carers may choose not to purchase optional extras.

Breakfast and after-school snacks

Where breakfast or an after-school snack is offered as a chargeable extra, parents and carers may choose to provide suitable food for their child instead.

Any food provided by parents/carers must comply with the setting's requirements regarding allergies, dietary needs, food safety and suitability.

A child will not be prevented from attending their funded session because their parent or carer has chosen not to purchase breakfast or an after-school snack.

Football Fun Factory

Football Fun Factory is an optional activity and is charged separately.

Parents and carers can choose whether or not their child participates.

Children who do not participate will continue to receive their normal early education provision and will not be disadvantaged or excluded from their funded entitlement.

Where necessary, the setting will provide an appropriate alternative activity or provision during the time of the optional activity.

Additional hours

Parents and carers may choose to purchase additional childcare hours outside their child's funded entitlement.

These hours are separate from the funded entitlement and are not a condition of receiving funded hours.

5. Communicating Chargeable Extras to Parents and Carers

Parents and carers are provided with clear information about the setting's funding offer and chargeable extras as part of the registration and funding process.

Information is provided by email and through the setting's registration/funding information.

Parents and carers are informed:

- Which hours are funded.
- Which services or activities are chargeable.
- The cost of any chargeable extras.
- That optional extras are not compulsory.
- What alternatives are available.
- That declining an optional extra will not affect their child's funded place.

The setting will ensure that information is clear and transparent and that parents/carers have the opportunity to ask questions before agreeing to any chargeable extra.

6. Recording Parent/Carer Choices

Parents and carers' choices regarding optional chargeable extras are recorded as part of the child's registration and funding arrangements.

Where a parent/carers chooses not to take an optional extra, this is recorded and communicated to relevant staff.

If a parent/carers subsequently changes their choice, the setting updates its records accordingly.

Staff will ensure that a child's current arrangements are known so that the child receives the appropriate provision without unnecessary or unexpected charges.

7. Ensuring the Policy is Implemented

The Manager is responsible for ensuring this policy is implemented consistently.

Implementation is supported by:

- Ensuring staff understand which provision is funded and which is chargeable.
- Clearly communicating all optional charges to parents/carers.
- Ensuring alternatives are offered where appropriate.
- Recording parent/carer choices regarding chargeable extras.
- Checking that children are not disadvantaged when an optional extra is declined.
- Ensuring chargeable extras are not presented as compulsory.
- Ensuring invoices clearly distinguish funded hours from chargeable extras.
- Reviewing charging arrangements regularly.
- Responding promptly to any concerns raised by parents/carers.

The Manager will ensure that staff understand that a funded place must not be conditional upon a parent/carer purchasing an optional extra.

8. Invoicing

Elsworth Pre-School issues invoices using the setting's invoice template.

Invoices:

- Are clearly headed **INVOICE**.
- Include the setting's name and contact details.
- Include the Ofsted URN.
- State the relevant invoice period.
- Identify the funded hours provided free of charge.
- Distinguish funded hours from any additional chargeable hours.
- Itemise chargeable extras separately.
- Clearly show the description and cost of each chargeable extra.
- Include the payment methods available to parents/carers.

Chargeable extras are not combined with or disguised within the cost of the funded early education entitlement.

9. Equality and Fair Access

Elsworth Pre-School will ensure that children are treated fairly regardless of whether their parents or carers choose to purchase optional extras.

A child will not:

- Lose their funded place because an optional extra has been declined.
- Be excluded from their funded education because their family does not purchase an optional activity.
- Be treated less favourably than other children because their parent/carer has chosen an alternative to a chargeable extra.

The setting will take account of children's individual dietary, medical, cultural and additional needs when providing alternatives.

10. Staff Responsibilities

All staff are responsible for following this policy.

Staff must:

- Understand the difference between funded provision and chargeable extras.

- Respect parents/carers' decisions regarding optional extras.
- Ensure children are not disadvantaged because an extra has been declined.
- Follow the recorded arrangements for each child.
- Raise any concerns about charging or alternatives with the Manager.

Staff must not pressure parents/carers into purchasing optional extras.

11. Monitoring

The Manager will monitor the implementation of this policy through:

- Reviewing registration and funding records.
- Checking records of parent/carer choices.
- Reviewing invoices.
- Checking that chargeable extras are clearly itemised.
- Monitoring parent/carer feedback.
- Checking that children who decline optional activities continue to receive appropriate provision.
- Reviewing the policy annually or sooner if guidance changes.

Any issues identified will be addressed promptly.

12. Complaints

Parents and carers who have concerns about chargeable extras or feel that they have been required to pay for an optional service in order to access their child's funded entitlement should raise the matter with the Manager in the first instance. Elsworth Pre-School will investigate concerns fairly and promptly and will take appropriate action where necessary.

13. Policy Review

This policy will be reviewed annually or sooner where there are changes to:

- Department for Education statutory guidance.
- Cambridgeshire County Council funding requirements.
- The Cambridgeshire EYC Local Agreement.
- The setting's funding or charging arrangements.

Adoption and annual review of the policy

Adopted on:	23 rd March 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	March 2027

Complaints

September 2026

Introduction

Elsworth Pre-School is committed to providing a high-quality early years education and care service for all children and their families. We recognise that, from time to time, parents/carers or other individuals may have concerns or complaints about aspects of the service we provide.

We welcome feedback from parents/carers and recognise that concerns and complaints can provide an opportunity to review and improve our practice.

We aim to deal with all concerns and complaints:

- Promptly
- Fairly
- Respectfully
- Sensitively
- Confidentially where appropriate
- In the best interests of the children attending the setting

We will ensure that parents/carers are aware of how they can raise concerns or make a complaint.

This policy is written in line with the requirements of the Early Years Foundation Stage (EYFS) statutory framework and relevant Cambridgeshire guidance.

Informal Concerns

We recognise that many concerns can be resolved quickly and informally.

Parents/carers who have a concern are encouraged, where appropriate, to speak initially to:

- Their child's key person
- A member of staff
- The Pre-School Manager

Staff will listen carefully to the concern and will endeavour to resolve the matter promptly.

Where appropriate, the Manager will discuss the concern with relevant staff members and provide feedback to the parent/carer.

Informal concerns will be dealt with respectfully and professionally. Where a concern raises safeguarding, welfare or serious practice issues, the matter may need to be dealt with under a separate procedure.

Making a Formal Complaint

If a parent/carer feels that their concern has not been resolved satisfactorily, or if the matter is serious, they may make a formal complaint.

Complaints should normally be made in writing and addressed to:

The Manager

Elsworth Pre-School

Email: elsworthpreschool@outlook.com

Where a complaint concerns the Manager, the complaint should be addressed to the Chair of the Trustees.

Chair of Trustees

Elsworth Pre-School

Email: elsworthpreschoolchair@gmail.com

Where possible, a formal complaint should include:

- The name and contact details of the person making the complaint
- The nature of the complaint
- Relevant dates, times and locations
- The names of any individuals involved
- Details of any previous attempts to resolve the matter
- What outcome the complainant is seeking

We will provide support to individuals who require reasonable adjustments or assistance in making a complaint.

Acknowledgement of a Complaint

We will acknowledge receipt of a written complaint as soon as reasonably possible.

The complainant will be informed:

- That the complaint has been received
- Who will be responsible for dealing with the complaint
- What the next steps will be
- The anticipated timescale for a response

Investigation of a Complaint

The Manager, or an appropriate member of the Trustees where necessary, will investigate the complaint.

The investigation may include:

- Reviewing relevant records and documentation
- Speaking to staff members
- Speaking to witnesses where appropriate
- Reviewing policies and procedures
- Speaking with the complainant
- Reviewing whether the setting has followed appropriate procedures

All investigations will be conducted fairly and objectively.

The person investigating the complaint will keep appropriate written records of:

- The complaint
- The investigation
- Meetings or discussions held
- Evidence considered
- Actions taken
- The outcome

Confidentiality will be maintained wherever possible. However, information may need to be shared with relevant individuals or agencies where this is necessary to investigate the complaint or safeguard children.

Timescales

Elsworth Pre-School will aim to investigate and respond to complaints promptly.

Where possible, a written response will be provided within **28 days** of receiving the complaint.

Where a complaint requires further investigation and it is not possible to provide a full response within this timescale, the complainant will be informed of:

- The reason for the delay
- The progress of the investigation
- When they can expect to receive a response

Outcome of a Complaint

Following an investigation, the complainant will receive a response outlining:

- The outcome of the investigation
- Whether the complaint has been upheld, partially upheld or not upheld
- Any actions that Elsworth Pre-School intends to take
- Any changes to practice or procedures where appropriate

Confidential information relating to other children, families or members of staff will not be shared.

Complaints Concerning Safeguarding

If a complaint raises concerns about the safety or welfare of a child, the matter will be dealt with immediately under the setting's Safeguarding and Child Protection Policy.

The complaint may be referred to appropriate agencies, including:

- Cambridgeshire Children's Social Care
- The Local Authority Designated Officer (LADO)
- Ofsted
- The Police

Staff must not investigate safeguarding allegations independently where external agency involvement is required.

Complaints Against a Member of Staff

Where a complaint concerns the behaviour or conduct of a member of staff, the matter will be considered under the appropriate procedure.

This may include:

- The Safeguarding and Child Protection Policy
- The Allegations Against Staff Procedure
- The Staff Disciplinary Procedure
- The Grievance Procedure
- The Whistleblowing Policy

Where an allegation suggests that a person working with children may have harmed a child, committed a criminal offence against a child, behaved in a way that may pose a risk to children or may not be suitable to work with children, advice will be sought immediately from the Local Authority Designated Officer (LADO).

The setting will follow the appropriate safeguarding procedures and will not conduct an internal investigation where doing so may compromise an external investigation.

Complaints About the Manager

Where a complaint concerns the Pre-School Manager, the complaint should be referred directly to the Chair of Trustees.

The Chair, or another appropriate Trustee who does not have a conflict of interest, will investigate the complaint.

The Manager will not be involved in investigating a complaint made directly against them.

Complaints About the Trustees

Where a complaint concerns a Trustee, the matter should be referred to the Chair of Trustees.

Where the complaint concerns the Chair, another appropriate Trustee will manage the complaint.

Where necessary, external advice may be sought.

Persistent or Unreasonable Complaints

Elsworth Pre-School recognises the right of parents/carers to raise concerns and complaints.

However, in exceptional circumstances, a complainant's behaviour may become unreasonable, abusive, threatening or persistent.

Where this occurs, the Trustees may:

- Set clear boundaries regarding communication
- Require communication to be made in writing
- Restrict contact to a named member of the management team
- Seek appropriate external advice

This will only be considered after careful consideration of the circumstances and will not prevent legitimate concerns from being investigated.

Anonymous Complaints

Anonymous complaints will be considered where sufficient information is provided to allow an investigation.

However, the ability to investigate anonymous complaints may be limited where there is insufficient information.

Where an anonymous complaint raises a safeguarding concern, it will be treated seriously and appropriate safeguarding procedures will be followed.

Record Keeping

A written record will be kept of all formal complaints.

The record will include:

- The date the complaint was received
- The nature of the complaint
- The person responsible for investigating
- Actions taken
- The outcome
- The date the complaint was resolved

Complaint records will be stored securely and confidentially in accordance with the setting's Data Protection and Record Retention procedures.

Records will be retained for the period required by the EYFS and relevant legislation.

Learning From Complaints

Elsworth Pre-School recognises that complaints can provide valuable opportunities to improve the quality of our provision.

Following a complaint, consideration will be given to whether:

- Policies need reviewing
- Procedures need improving
- Additional staff training is required
- Risk assessments need updating
- Communication with parents/carers needs improving
- Changes need to be made to practice

Where appropriate, learning from complaints will be shared with staff and Trustees without breaching confidentiality.

Complaints to Ofsted

Parents/carers have the right to contact Ofsted if they have concerns about a registered early years provider.

Ofsted may be contacted regarding concerns about the welfare of children or the standards of care provided.

Ofsted:

Telephone: 0300 123 1231

Website: www.gov.uk/ofsted

Parents/carers are encouraged, where appropriate, to raise concerns directly with Elsworth Pre-School first so that we have the opportunity to resolve the matter.

However, this does not prevent a parent/carer from contacting Ofsted directly.

Availability of This Policy

This policy will be:

- Available to parents/carers
- Available to staff and Trustees
- Included within the setting's Policies and Procedures
- Reviewed regularly
- Reviewed following significant complaints where appropriate

All staff will be made aware of this policy during induction and will understand their responsibilities when receiving a concern or complaint.

Responsibilities

The Manager will:

- Ensure complaints are dealt with promptly and fairly
- Maintain appropriate records
- Keep the Trustees informed where appropriate
- Ensure safeguarding concerns are dealt with under the correct procedures
- Identify learning and improvements following complaints
- Ensure parents/carers are aware of the complaints procedure

Staff will:

- Listen respectfully to concerns raised by parents/carers
- Attempt to resolve minor concerns where appropriate
- Refer formal or serious complaints to the Manager
- Maintain confidentiality
- Follow safeguarding procedures where a complaint raises concerns about a child's welfare

Trustees will:

- Support the effective implementation of this policy
- Investigate complaints concerning the Manager where necessary
- Ensure complaints are dealt with fairly and appropriately
- Monitor patterns or recurring issues
- Support improvements to policies and practice where required

Adoption and annual review of the policy

Adopted on:	11 th September 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	September 2027

SEND policy

September 2026

Introduction

Elsworth Pre-School is committed to providing an inclusive environment in which every child is valued, respected and supported to reach their full potential.

We recognise that children develop at different rates and that some children may require additional support because of special educational needs and/or disabilities (SEND).

We aim to identify children's individual needs as early as possible and provide appropriate support in partnership with children, parents/carers and other professionals.

We will ensure that children with SEND are included fully in the life of the pre-school and are given appropriate opportunities to learn, play, develop relationships and participate in all aspects of the setting.

This policy is based on the principles of the Early Years Foundation Stage (EYFS), the SEND Code of Practice: 0 to 25 years and relevant Cambridgeshire guidance.

Our Aims

Elsworth Pre-School aims to:

- Provide an inclusive environment where every child feels valued and respected.
- Identify additional needs as early as possible.
- Work closely with parents/carers to understand each child's strengths, needs, interests and circumstances.
- Provide appropriate support and reasonable adjustments.
- Ensure children with SEND can participate fully in the life of the setting.
- Use appropriate observations and assessments to identify children's development and progress.
- Plan suitable experiences and learning opportunities based on individual needs.
- Work in partnership with relevant professionals and outside agencies.
- Support children and families through transitions.
- Ensure staff have appropriate knowledge, training and support to meet children's individual needs.
- Maintain appropriate records and protect confidentiality.
- Regularly review the effectiveness of SEND provision.

Definition of SEND

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child may have SEND where they:

- Have significantly greater difficulty learning than most children of the same age.
- Have a disability which prevents or hinders them from making use of facilities generally provided for children of the same age.
- Require additional or different provision to that normally available within the setting.

SEND may affect a child's:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical development or sensory processing

Children may have needs in one or more of these areas.

We recognise that children's needs can change over time and that additional support may sometimes be required for a temporary period.

Inclusion

Elsworth Pre-School is committed to inclusion and equality.

Children with SEND will be offered the same opportunities to participate in:

- Indoor and outdoor play
- Group activities
- Mealtimes and social activities
- Special events and celebrations
- Visits and outings
- Physical activities
- Creative activities
- Communication and language experiences
- All areas of the EYFS curriculum

Where necessary, reasonable adjustments will be made to enable children to participate.

These may include:

- Adapting activities
- Changing the environment
- Providing additional resources
- Using visual supports
- Adjusting communication methods
- Providing additional adult support
- Allowing additional time
- Providing sensory or movement breaks
- Adapting expectations
- Providing alternative ways for children to communicate or participate

We will consider each child's individual needs rather than making assumptions based on a diagnosis or disability.

Special Educational Needs Coordinator (SENCO)

Elsworth Pre-School will have a named Special Educational Needs Coordinator (SENCO).

The SENCO will:

- Coordinate the setting's SEND provision.
- Support staff in identifying children who may have additional needs.
- Work with parents/carers to identify concerns and agree appropriate support.
- Maintain appropriate SEND records.
- Coordinate SEND support plans.
- Monitor children's progress.
- Support staff in planning appropriate activities and adaptations.
- Liaise with external professionals.
- Support referrals where appropriate.
- Help coordinate transition arrangements.
- Keep up to date with relevant SEND guidance and training.
- Support the setting to develop inclusive practice.
- Advise the Manager and Trustees on SEND matters.
- Ensure relevant information is shared appropriately and confidentially.

The SENCO will work closely with the child's key person and other members of the staff team.

Identifying Additional Needs

Children's development will be monitored through:

- Everyday observations
- Interactions with children
- Assessment of learning and development
- Information provided by parents/carers
- Information provided by previous settings or professionals
- Children's individual interests and responses
- Monitoring of progress over time

Staff will be alert to differences in children's development, communication, behaviour, physical development, social interaction and learning.

A concern about a child's development does not automatically mean that a child has SEND.

Where concerns arise, staff will discuss these with the SENCO and Manager and, where appropriate, the child's parents/carers.

Working in Partnership with Parents and Carers

Parents/carers are important partners in identifying and supporting children's additional needs.

We will:

- Listen to parents/carers' concerns and observations.
- Share observations and information about their child's development.
- Involve parents/carers in decisions about support.
- Agree realistic and appropriate outcomes.
- Share information about available services and support.
- Keep parents/carers informed about progress.
- Seek consent before sharing information with external professionals where required, subject to safeguarding and legal requirements.

Parents/carers will be treated with respect and their knowledge of their child will be valued.

We recognise that parents/carers may have valuable information about their child's development, communication, health, behaviour, interests and needs.

The Graduated Approach

Elsworth Pre-School will use a graduated approach to SEND support.

This will follow the principles of:

Assess – Plan – Do – Review

Assess

The child's needs will be assessed using information from:

- Parents/carers
- The child's key person
- The SENCO
- Observations
- Developmental information
- Existing reports
- Relevant professionals
- The child's own views, communication and behaviour

The setting will consider the child's strengths as well as areas where additional support may be required.

Plan

Where additional support is required, the setting will agree an appropriate plan with parents/carers.

The plan may identify:

- The child's strengths
- Areas of need
- Desired outcomes
- Strategies and approaches
- Resources required
- Staff responsibilities
- Any reasonable adjustments
- External professional involvement
- A review date

Do

The agreed strategies will be implemented by the child's key person and wider staff team.

Staff will ensure that agreed approaches are used consistently wherever appropriate.

Review

Progress will be reviewed regularly with parents/carers.

The setting will consider:

- Whether the child is making progress
- Whether the support is effective
- Whether outcomes have been achieved
- Whether different strategies are required
- Whether further professional advice is needed

The support plan will be updated where necessary.

SEND Support Plans

Where appropriate, an individual SEND support plan will be created.

The plan will be individual to the child and will be developed in partnership with parents/carers.

It may include:

- Child's strengths and interests
- Child's needs
- Parent/carer views
- Child's views where appropriate
- Desired outcomes
- Strategies
- Resources
- Environmental adaptations
- Staff responsibilities
- Professional advice
- Review arrangements

The plan will be reviewed regularly and updated when the child's needs change.

Children's Voice

Elsworth Pre-School recognises the importance of listening to children.

Children will be supported to express their views, preferences and feelings in ways appropriate to their age and stage of development.

This may include:

- Verbal communication
- Choice making
- Facial expressions
- Gestures
- Makaton or other signs
- Visual communication
- Objects of reference
- Behaviour and actions
- Drawings or other forms of expression

Children's communication and behaviour will be considered when planning support.

Working with Other Professionals

Where appropriate, Elsworth Pre-School will work with relevant professionals to support children with SEND.

This may include:

- Health visitors
- Speech and language therapists
- Occupational therapists
- Physiotherapists
- Paediatricians
- Educational psychologists
- Early years SEND professionals

- Sensory Support Services
- Family support services
- Children's social care
- Other appropriate professionals

The SENCO will coordinate professional involvement where appropriate.

Information will only be shared in accordance with data protection requirements, professional responsibilities and safeguarding procedures.

Cambridgeshire Early Years SEND Support

Elsworth Pre-School will make use of appropriate support available through Cambridgeshire County Council and relevant local services.

The setting may seek advice from the Cambridgeshire Early Years SEND team where appropriate.

Cambridgeshire's Early Years SEND team supports early years providers with inclusive practice and operates an Early Support pathway for children with significant and complex additional needs.

The setting may also access appropriate Cambridgeshire services and support through the local SEND offer.

Where a child requires support beyond that ordinarily available within the setting, the SENCO will consider whether a referral or application for additional support is appropriate.

SEN Inclusion Fund (SENIF)

Where eligible, Elsworth Pre-School may apply for Special Educational Needs Inclusion Funding (SENIF) through Cambridgeshire County Council.

SENIF may support eligible children who require provision beyond that which is ordinarily available.

Cambridgeshire states that early years providers registered to receive Early Years Funding can apply for SENIF for eligible children, including children on the Early Support Pathway or known to Sensory Support Services, subject to the relevant criteria.

Where additional funding is received, it will be used appropriately to support the child's identified needs.

This may include:

- Additional staffing support
- Specialist resources
- Adaptations
- Training
- Communication resources
- Sensory resources
- Other appropriate provision

The SENCO will maintain appropriate records relating to additional funding and its use.

Disability Access Fund (DAF)

Where a child meets the relevant eligibility criteria, the setting will provide parents/carers with information about Disability Access Funding (DAF).

Where DAF is received, it will be used to support the child's access to early years provision.

The setting will work with parents/carers to identify appropriate use of the funding.

Inclusive Early Years Funding

Elsworth Pre-School will make appropriate use of any inclusive early years funding allocated to the setting. The purpose of such funding is to support inclusive practice across the setting rather than being restricted to one individual child.

Funding may be used to support:

- Inclusive resources
- Environmental adaptations
- Staff development
- Strategic planning
- Improved accessibility
- Inclusive teaching approaches

The setting will maintain appropriate financial records and evidence relating to the use of funding.

The 2026–27 national guidance describes the Inclusive Early Years Fund as supporting setting-wide inclusive practice and early intervention.

Education, Health and Care Plans

Some children may have an Education, Health and Care Plan (EHCP).

Where a child has an EHCP, Elsworth Pre-School will:

- Obtain and understand the relevant information.
- Ensure staff are aware of the provision required.
- Work with parents/carers and professionals.
- Support the outcomes identified in the EHCP.
- Make reasonable adjustments where required.
- Monitor the child's progress.
- Participate in annual review arrangements where requested.
- Provide relevant information to professionals.

The SENCO will coordinate the setting's involvement.

Requesting an Education, Health and Care Needs Assessment

Where a child continues to require significant additional support despite appropriate SEND provision, the SENCO may discuss with parents/carers whether further assessment is appropriate.

Where appropriate, the setting may contribute evidence to a request for an Education, Health and Care Needs Assessment.

Evidence may include:

- Observations
- Assessments
- SEND support plans
- Records of interventions

- Information from parents/carers
- Professional reports
- Evidence of progress
- Evidence of barriers to learning and participation

The setting will work cooperatively with parents/carers and relevant professionals throughout the process.

Transition

Transitions can be particularly important for children with SEND.

Elsworth Pre-School will plan transitions carefully and individually.

This may include transitions:

- Into the setting
- Between rooms or groups
- Between key persons
- Between settings
- Into school
- Following changes in circumstances

Where appropriate, transition planning may include:

- Visits
- Photographs
- Visual timetables
- Social stories
- Meetings with parents/carers
- Meetings with receiving staff
- Sharing relevant information
- Additional settling arrangements

The child's needs, strengths and successful strategies will be shared appropriately with the next setting.

Supporting Communication

Elsworth Pre-School recognises that communication needs vary between children.

Staff will use appropriate communication approaches based on each child's needs.

This may include:

- Clear and simple language
- Visual supports
- Gestures
- Makaton
- Objects of reference
- Symbols
- Communication boards
- Additional processing time
- Repetition
- Modelling
- Reduced language where appropriate

Where specialist advice is provided, staff will follow agreed recommendations.

Sensory and Physical Needs

The setting will consider sensory and physical needs when planning the environment and activities.

Where appropriate, adjustments may include:

- Quiet spaces
- Reduced visual or auditory stimulation
- Movement opportunities
- Adapted seating
- Accessible resources
- Adapted activities
- Additional adult support
- Appropriate sensory resources

The setting will work with parents/carers and professionals to understand individual sensory needs.

Medical Needs and SEND

Some children with SEND may also have medical needs.

Where appropriate, Elsworth Pre-School will develop an individual healthcare plan or other appropriate plan.

Medical needs will be managed in accordance with the setting's:

- Medication Policy
- Health and Safety Policy
- Safeguarding Policy
- Individual healthcare arrangements

Staff will receive appropriate training where required.

Staff Training

Elsworth Pre-School recognises the importance of staff having appropriate SEND knowledge and skills.

Staff may receive training relating to:

- SEND awareness
- Communication needs
- Speech and language
- Autism
- Sensory needs
- Behaviour and emotional regulation
- Makaton or other communication approaches
- Specific medical needs
- Inclusive practice

The SENCO will identify training needs in consultation with the Manager.

The setting will make use of appropriate local training and support opportunities.

Cambridgeshire's Early Years SEND team provides support to childcare providers to develop high-quality inclusive practice.

Resources and Accessibility

Elsworth Pre-School will aim to ensure that resources and the environment are accessible and inclusive.

Resources will be selected to:

- Reflect diversity
- Support different learning styles
- Encourage communication
- Support independence
- Promote participation
- Reduce barriers to learning
- Reflect children's individual interests

Where necessary, additional resources or environmental adaptations will be considered.

Confidentiality and Information Sharing

Information relating to children with SEND will be treated confidentially.

Information will only be shared with staff and professionals who need the information to support the child or where sharing is required by law or safeguarding procedures.

Parents/carers will be informed about information sharing wherever appropriate.

All records will be stored securely in accordance with the setting's data protection and confidentiality procedures.

Record Keeping

The setting will maintain appropriate SEND records, which may include:

- Initial concerns
- Observations
- Assessment information
- Parent/carer discussions
- SEND support plans
- Review records
- Professional reports
- Funding applications
- Funding records
- EHCP information
- Transition information

Records will be accurate, relevant and kept securely.

Complaints and Concerns

Parents/carers are encouraged to discuss any concerns about their child's SEND provision with the child's key person, SENCO or Manager.

Where concerns cannot be resolved informally, parents/carers may use the setting's Complaints Policy.

The setting will work positively with families to resolve concerns and improve provision.

Equality and Non-Discrimination

Elsworth Pre-School will not discriminate against a child because of disability or additional needs.

All children will be treated fairly and with dignity and respect.

Any discriminatory behaviour will be addressed in accordance with the setting's Equality and Inclusion Policy and Behaviour Policy.

Monitoring and Review

The SENCO and Manager will monitor the effectiveness of SEND provision.

This will include consideration of:

- Children's progress
- Quality of individual support
- Parent/carer feedback
- Staff feedback
- Effectiveness of interventions
- Accessibility
- Staff training
- Use of additional funding
- Transition arrangements

The policy will be reviewed annually or sooner where there are significant changes to legislation, guidance or local arrangements.

Responsibilities

The Manager will:

- Ensure the setting has effective SEND arrangements.
- Ensure the SENCO has appropriate support and resources.
- Ensure staff understand their responsibilities.
- Support staff training.
- Ensure appropriate funding is managed.
- Ensure the setting meets relevant statutory requirements.
- Work with Trustees to monitor SEND provision.

The SENCO will:

- Coordinate SEND provision.
- Support identification of additional needs.
- Work with parents/carers.
- Coordinate the graduated approach.
- Liaise with external professionals.
- Maintain appropriate SEND records.
- Support staff with planning and adaptations.
- Monitor progress.
- Coordinate transition arrangements.
- Keep up to date with relevant SEND guidance.
- Support applications for appropriate additional funding.

Key Persons and Staff will:

- Know the individual needs of children they support.
- Follow agreed SEND strategies.
- Record and share relevant observations.
- Communicate with parents/carers appropriately.
- Raise concerns with the SENCO.

- Support children's inclusion and participation.
- Attend relevant training.

Trustees will:

- Monitor the effectiveness of SEND provision.
- Ensure appropriate resources are available.
- Support the Manager and SENCO.
- Ensure SEND remains part of the setting's overall improvement planning.
- Review relevant information about SEND provision.

Adopted on:	11 th September 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	September 2027

Intimate care and toileting

September 2026

1. What is intimate care?

Intimate care encompasses areas of personal care, such as nappy/pads changing, wiping, washing and dressing.

2. Our approach to best practice

Support for children/young people with intimate care needs will be carefully planned and the setting will ensure that:

- Staff who provide intimate care are appropriately trained to meet the needs of individual children.
- All staff adhere to the setting's safeguarding and child protection policy and related procedures.
- Staff should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.
- The setting will consider the appropriateness of any areas of the setting which may place staff or children in vulnerable situations and alternative areas will be strongly considered. This includes situations where staff carry out intimate care procedures in an unsupervised and/or isolated areas.
- Mobile phones, cameras and technological devices are not used by children or staff in areas where intimate care is carried out.
- Staff carrying out intimate care are appropriately supported and known to the child.
- Staff should be aware of their own limitations, only carrying out procedures they understand and feel competent and confident to carry out, if in doubt staff should ask.
- Suitable equipment and hygienic changing facilities are made available.
- Every intimate care procedure will be completed within an atmosphere of total respect and dignity both for the individual receiving care and for the person involved in giving the care.

- The number of adults engaged in the care should only reflect the minimum needed to perform the task safely and respectfully. Each situation should reflect both the safety and vulnerability of children/young people and staff.
- Intimate care is discussed and agreed with parents and carers beforehand.
- The needs and wishes of the child/young person are taken into consideration.
- An appropriate written plan for intimate personal care is discussed, agreed and shared with the child or young person and their family, signed by all involved and reviewed on a regular basis.
- Every plan supporting intimate care must demonstrate how the child/young person can be enabled to develop their independence as far as is reasonably practical.
- Staff should ensure that the child or young person's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting. Privacy and modesty are respected and protected at all times.
- Staff should speak to the child personally by name so that they are aware of being the focus of the activity and seek their consent, where possible, to the intimate care about to take place.
- Staff must always communicate in an age-appropriate way taking into account the child's developmental level and preferred communication method.
- Staff should enable the child to be prepared for or anticipate events while demonstrating respect for her/his body, e.g. by giving a strong sensory or verbal cue such as using a sponge or pad to signal intention to wash or change.
- Staff should have knowledge and understanding of any religious and cultural sensitivities related to aspects of intimate care and take these fully into account.
- Staff should agree with the child and their family appropriate terminology for private parts of the body and functions. Best practice in personal safety work would be to use the correct anatomical names for intimate body parts.
- Intimate care is logged and recorded and records retained. The record will include the date and time the intimate care was carried out and by whom.
- Staff should keep records where relevant, of a child's responses to intimate care and any changes in behaviour.
- The setting has procedures and plans in place for the day-to-day intimate care needs of a child or young person, but further consideration and risk

assessment will need to be taken in good time before a trip, outing or activity.

- Equal opportunities legislation is taken into account.

Intimate care – safeguarding children

If a member of staff has any concerns about physical or Behavioural changes in a child/young person's presentation, e.g. marks, bruises, soreness, becoming watchful and wary, freezing, gaze aversion, they will immediately log and pass their concerns to the Designated Safeguarding Lead in their setting.

Children and young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. An appropriate level of supervision to safeguard children and young people and/or to satisfy health and safety considerations will be implemented. This supervision should be appropriate to the needs and age of the child or young person concerned and sensitive to the potential for embarrassment.

Research has shown that whilst all children are vulnerable to abuse, young children and children and young people with disabilities are especially vulnerable. It is important to remember that some individuals may choose this line of work to gain access to vulnerable children in order to abuse them. One to one situations have the potential to make children/young people more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one situations with children/young people may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to one situations happen, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of children and young people and the adults who work with them.

The setting will ensure that intimate care practices including risk assessments, are reviewed at least annually and staff are supported with their implementation and understanding of these. Adults will be encouraged to be vigilant about their own behaviour at all times, ensuring they strictly follow agreed procedures and be mindful of the needs of the children and young people with whom they care for. In the event of an allegation being made against a member of staff, volunteer or student, the procedures for an Allegation of Abuse (as per the guidance and flow chart) will be followed.

Part of creating a protective ethos in settings involve raising awareness among staff and children as appropriate about the process of targeting and grooming used by sex offenders.

Targeting is the process offenders use to identify a victim. Children most likely to be targeted are those in groups identified as 'vulnerable'. They may fall into one or some of these categories: children with troubled or unsettled lives; with identified behavioural or emotional problems; who are separated from parents; who are known to have been previously abused; who are insecure with low self-esteem; who are isolated, socially or geographically; with disabilities or SEN

Grooming is the process by which an offender manipulates the environment to increase the likelihood of offending without being caught. Some areas to consider in relation to grooming are:

- It involves adults and children.
- The more protective adults a child has in their network the less likely they will be successfully targeted.
- It is subtle and it may be carried out in such a way as to have an 'innocent' explanation.
- It is manipulative and deliberate
- It may be seen as warmth and helpfulness making the person extremely plausible
- It can be a slow process
- Children become entrapped and feel responsible and guilty
- Children are coerced to keep secrets.

Staff need to know that if they have concerns about the behaviour of a member of staff or volunteer within the setting they must report their concerns immediately to the Manager or DP. If the concerns are about the Manager or DSL they should speak immediately to the owner or committee chair.

Whistle blowing

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Staff and volunteers who use the setting Whistle Blowing Policy should be made aware that their employment rights are protected.

Staff and volunteers should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

Useful contacts and references

Early Years' Service	earlyyears.service@cambridgeshire.gov.uk
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Guidance for Safer Working Practice for those working with children and young people in education settings, Safer	Particularly: Part 13: Physical contact (page12) Part 14: Other activities that require physical contact- Intimate care (pages 14-15) Part 15: Intimate/Personal care
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Recruitment Consortium,
February 2022

Early Years Foundation
Stage statutory
framework September
2026

Section 3.88; Toilets and intimate hygiene

Adopted on:	11 th September 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	September 2027

Accident, injury and incident policy

September 2026

Introduction

Elsworth Pre-School recognises that young children are active and may occasionally experience accidents, injuries or incidents while attending the setting. The safety and wellbeing of children is our priority. We aim to provide a safe environment, appropriate supervision and effective risk management while recognising that minor accidents and injuries can occur as part of children's play, exploration and learning. This policy sets out the procedures to be followed when a child, staff member, volunteer or visitor is involved in an accident, incident or injury at Elsworth Pre-School.

The policy should be read alongside the setting's:

- Health and Safety Policy;
- First Aid Policy;
- Safeguarding and Child Protection Policy;
- Risk Assessment procedures;
- Medication Policy;
- Infection Control procedures;
- Behaviour Policy;
- Intimate Care and Toileting Policy.

Aims

Elsworth Pre-School aims to:

- provide a safe environment for children, staff and visitors;
- ensure accidents and injuries are dealt with promptly and appropriately;
- ensure children receive appropriate first aid;
- ensure parents/carers are informed of accidents and injuries involving their child;
- maintain accurate records;
- identify patterns or recurring risks;
- take action to reduce the likelihood of accidents happening again;

- ensure serious incidents are reported to the appropriate authorities;
- ensure safeguarding concerns are identified and acted upon;
- ensure staff understand their responsibilities.

Definitions

For the purpose of this policy:

Accident means an unexpected event which results in injury or harm. Incident means an event which may not result in injury but requires recording or action, such as a child becoming lost, a security incident or an unexpected event. Injury means physical harm sustained by a child, staff member, volunteer or visitor. Near miss means an event which could have resulted in injury but did not.

Near misses should be considered as opportunities to identify and reduce risks.

Immediate response

When an accident or injury occurs, staff will:

1. Remain calm and reassure the child.
2. Assess the situation and identify any immediate danger.
3. Ensure the area is made safe.
4. Provide appropriate first aid.
5. Call for a paediatric first aider where required.
6. Seek emergency medical assistance if necessary.
7. Inform the Manager or senior member of staff.
8. Monitor the child following the incident.
9. Record the accident, injury or incident appropriately.
10. Inform the parent/carer in accordance with this policy.

The child's immediate safety and wellbeing will always take priority over completing paperwork.

First Aid

Appropriate first aid will be provided by a suitably trained member of staff. Elsworth Pre-School will ensure that the requirements for paediatric first aid are met. At least one person with a current paediatric first aid certificate must be available and accessible when children are present. The setting will ensure that staffing arrangements enable an appropriately trained person to respond quickly to an emergency.

First aid equipment will be:

- suitable for use with young children;
- accessible to staff;
- regularly checked;
- replenished when items are used or expire.

Staff will not provide treatment beyond their level of training or competence.

Emergency Medical Treatment

If an injury or illness is considered serious or potentially life-threatening, staff will contact the emergency services by calling 999.

This may include situations such as:

- difficulty breathing;

- unconsciousness;
- suspected serious head injury;
- significant bleeding;
- suspected fracture;
- serious burns;
- choking;
- anaphylaxis;
- seizure requiring emergency assistance;
- serious allergic reaction;
- any situation where staff believe immediate medical assistance is required.

A member of staff will accompany the child where appropriate if they need to attend hospital. Parents/carers will be contacted as soon as reasonably practicable. All head injuries will be taken seriously. where a child receives a blow or injury to the head, staff will:

- assess the child;
- provide appropriate first aid;
- observe the child for signs of distress or deterioration;
- seek medical assistance where required;
- inform the parent/carer;
- record the incident.

Parents/carers will be advised to seek medical advice where appropriate. If the child develops concerning symptoms, staff will seek emergency medical assistance. Staff should remain alert for symptoms such as:

- loss of consciousness;
- unusual drowsiness;
- repeated vomiting;
- confusion;
- unusual behaviour;
- difficulty walking or speaking;
- seizure;
- worsening headache;
- changes in vision;
- significant swelling;
- deterioration in the child's condition.

Where there is any doubt about the seriousness of a head injury, medical advice will be sought.

If a child is bitten:

- the injury will be assessed;
- appropriate first aid will be provided;
- the wound will be cleaned appropriately;
- the child will be reassured;
- the incident will be recorded;
- parents/carers of the injured child will be informed.

Where appropriate, the setting will also consider whether a safeguarding, behaviour or risk-management response is required. The identity of another child involved will be treated sensitively and confidentially.

Bruising, Marks or Unexplained Injuries

Staff may notice bruises, marks, scratches or injuries when caring for a child, including during changing or personal care. Where an injury or mark is unexplained, appears unusual, or raises concern, staff must report it to the DSL or Manager in accordance with the Safeguarding and Child Protection Policy. Staff must not make assumptions about the cause.

Where appropriate, the child's account and the explanation provided by the parent/carer will be recorded. The setting will follow safeguarding procedures where there are concerns about possible abuse or neglect.

Existing Injuries

Parents/carers should inform the setting about significant injuries or marks that have occurred outside the setting where appropriate.

Where staff notice an injury which appears to have occurred before the child arrived:

- the injury will be considered;
- staff may speak to the parent/carer to establish what happened;
- relevant information may be recorded;
- the DSL will be consulted if there are safeguarding concerns.

Information will be recorded factually and without assumptions or judgement.

Accidents Involving More Than One Child

Where more than one child is involved:

- each child will be assessed;
- appropriate first aid will be provided;
- each child's parents/carers will be informed where appropriate;
- separate records will be completed where necessary;
- the circumstances will be reviewed to identify any environmental or supervision issues.

Incidents Involving Staff, Volunteers or Visitors

Accidents and injuries involving staff, volunteers or visitors will be dealt with promptly.

Appropriate first aid will be provided or emergency assistance sought.

The incident will be recorded in accordance with the setting's health and safety procedures.

Where required, the Manager or Trustees will consider whether further reporting is necessary.

Near Misses

Near misses should be reported to the Manager.

A near miss may identify:

- an unsafe piece of equipment;
- an environmental hazard;

- inadequate supervision;
- an ineffective procedure;
- a potential safeguarding issue;
- a need for additional risk assessment.

The Manager will consider whether preventative action is required.

Recording Accidents and Injuries

Elsworth Pre-School will maintain written records of accidents, injuries and first aid treatment.

Records should include, where applicable:

- child's name;
- date and time;
- location;
- what happened;
- nature and location of injury;
- first aid provided;
- name of the person providing first aid;
- action taken;
- whether medical assistance was required;
- whether parents/carers were informed;
- any further action required.

Records should be factual and objective. Staff must not include assumptions, opinions or unnecessary personal information. The EYFS requires providers to keep written records of accidents and injuries and first-aid treatment.

Informing Parents and Carers

Parents/carers will be informed of any accident or injury involving their child where appropriate.

Where first aid has been administered, parents/carers will be informed on the same day or as soon as reasonably practicable.

Parents/carers may be informed:

- verbally;
- by telephone;
- through the setting's agreed written recording system;
- by another appropriate method.

The nature of the injury and first aid provided will be explained clearly.

Parents/carers should have the opportunity to ask questions about what happened.

Significant Injuries

Where an injury is more serious, the Manager will ensure that parents/carers are contacted promptly.

The setting will seek appropriate medical advice or emergency assistance where required.

The Manager will consider whether the incident meets the threshold for notification to Ofsted or another relevant authority. Registered early years providers must notify

Ofsted of serious accidents, illnesses or injuries to children in their care, as well as deaths, in accordance with the applicable reporting requirements.

RIDDOR

The Manager will consider whether an accident involving a member of staff, child or another person is reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). Where an incident is reportable, the setting will ensure that the appropriate report is made within the required timescale. The Manager will seek advice where there is uncertainty about whether an incident is reportable.

Ofsted Notification

The Manager will ensure that serious accidents, illnesses and injuries are considered against the current Ofsted notification requirements. Where notification is required, this will be completed within the required timescale. Records of notifications and any action taken will be retained appropriately.

Safeguarding Some accidents or injuries may raise safeguarding concerns.

Staff must report concerns to the DSL where:

- an injury is unexplained;
- the explanation given does not appear consistent with the injury;
- there are repeated unexplained injuries;
- injuries have a concerning pattern or location;
- a child discloses information suggesting harm;
- an accident may have resulted from inadequate supervision;
- there are concerns about a parent/carer's explanation;
- there are concerns that a member of staff or another adult may have caused harm.

The setting will follow its Safeguarding and Child Protection Policy and relevant local safeguarding procedures. Staff must not investigate safeguarding concerns themselves.

Confidentiality

Accident and injury information will be treated confidentially.

Information will only be shared with:

- parents/carers of the child concerned;
- staff who need the information to safeguard or care for the child;
- relevant professionals;
- emergency services;
- Ofsted or other authorities where required.

Information will not be discussed with other parents or children unnecessarily.

Accident Trends and Risk Assessment

The Manager will review accident records periodically to identify patterns.

The review may consider:

- location;
- time of day;
- activity;

- equipment;
- supervision;
- individual needs;
- recurring types of injury;
- near misses.

Where a pattern is identified, the setting will consider whether a risk assessment or change in practice is required. Risk assessments will be reviewed following significant accidents where appropriate.

Learning from Accidents

Accidents and incidents will be used as opportunities for improvement.

The setting may:

- amend risk assessments;
- change room layouts;
- remove or repair equipment;
- provide additional staff supervision;
- provide staff training;
- change procedures;
- communicate reminders to staff;
- discuss relevant issues with parents/carers.

Staff Responsibilities

All staff are responsible for:

- supervising children appropriately;
- following risk assessments;
- responding appropriately to accidents;
- providing first aid within their competence;
- reporting accidents and incidents promptly;
- completing accurate records;
- informing the Manager of concerns;
- following safeguarding procedures.

The Manager is responsible for:

- ensuring appropriate procedures are in place;
- ensuring first aid arrangements are maintained;
- ensuring accident records are completed;
- ensuring parents/carers are informed;
- reviewing accident trends;
- ensuring serious incidents are reported where required;
- ensuring appropriate follow-up action is taken.

The Trustees have overall responsibility for ensuring that the setting maintains appropriate health and safety arrangements.

Monitoring and Review

The Manager will monitor the implementation of this policy.

The policy will be reviewed annually or sooner if:

- legislation or statutory guidance changes;
- an accident or incident identifies a weakness in procedure;
- there is a significant change to the setting;
- Ofsted or another relevant authority issues new guidance;
- risk assessments identify a need for change.

Adopted on:	11 th September 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	September 2027

First Aid policy

September 2026

Introduction

Elsworth Pre-School is committed to providing a safe and healthy environment for all children, staff, volunteers and visitors.

First aid is an important part of the setting's arrangements for responding to accidents, injuries and sudden illness. Staff will respond promptly and appropriately to ensure that children receive suitable first aid and that parents/carers are informed where necessary.

This policy should be read alongside the setting's:

- Accident, Incident and Injury Policy;
- Health and Safety Policy;
- Safeguarding and Child Protection Policy;
- Medication Policy;
- Infection Control procedures;
- Risk Assessments;
- Intimate Care and Toileting Policy;
- Emergency and Evacuation procedures.

Aims

Elsworth Pre-School aims to:

- ensure appropriate first aid is available whenever children are present;
- ensure staff understand their first aid responsibilities;
- maintain appropriate paediatric first aid provision;
- provide suitable and accessible first aid equipment;
- respond promptly to accidents, injuries and sudden illness;
- ensure emergency medical assistance is obtained when required;
- ensure parents/carers are informed appropriately;
- maintain appropriate first aid records;
- ensure first aid arrangements are available during outings;
- review first aid arrangements regularly.

Paediatric First Aid Requirements

Elsworth Pre-School will ensure that at least one person holding a **current full Paediatric First Aid (PFA) certificate** is present on the premises and available at

all times when children are present. The PFA certificate must meet the requirements set out in the EYFS statutory framework.

A PFA-trained person must also accompany children on outings. PFA training must be renewed in accordance with the current requirements.

The setting will consider the number of children, staffing arrangements and layout of the premises to ensure that a paediatric first aider can respond quickly to an emergency.

Elsworth Pre-School will aim to have more than one appropriately trained member of staff to provide resilience and ensure suitable cover for staff absence, breaks, training and outings.

Staff Qualifications and PFA

Staff who hold relevant Level 2 or Level 3 early years qualifications and who need to be included in the required staff-to-child ratios must meet the applicable paediatric first aid requirements.

Where required, staff must obtain an appropriate PFA or Emergency Paediatric First Aid qualification within the required period of starting employment. The Manager will maintain records of staff qualifications and certificate expiry dates.

The current DfE requirements state that relevant Level 2 and Level 3 staff who obtained their qualification after 30 June 2016 must have an appropriate PFA qualification within three months of starting work if they are to be included in the required ratios.

First Aid Personnel

The Manager will maintain an up-to-date record of:

- staff holding full PFA certificates;
- staff holding Emergency PFA certificates;
- qualification dates;
- renewal dates;
- any additional relevant first aid training.

Staff will inform the Manager if their first aid qualification expires or if they are unable to continue acting as a first aider. The Manager will ensure that staffing arrangements continue to meet the EYFS requirements.

First Aid Equipment

The setting will provide appropriate first aid equipment suitable for use with young children.

First aid equipment will be:

- readily accessible to staff;
- kept in a known and clearly identified location;
- appropriately stocked;
- checked regularly;
- replenished promptly following use;
- checked for expired or damaged items.

First aid equipment should be kept away from children while remaining readily accessible to staff.

First Aid Box

The first aid box will contain appropriate supplies for dealing with common minor injuries and emergencies.

This may include:

- sterile plasters;
- sterile dressings;
- sterile gauze;
- bandages;
- disposable gloves;
- cleansing wipes;
- sterile eye pads;
- scissors;
- safety pins;
- suitable cold packs;
- appropriate first aid waste bags.

The contents will be reviewed regularly to ensure they remain suitable. Staff must report when supplies are used so they can be replaced.

Administration of Medication

First aid does not normally include administering medication.

Any medication given to a child must be managed in accordance with the setting's Medication Policy.

Emergency medication, such as an adrenaline auto-injector, inhaler or other prescribed emergency treatment, will be administered where appropriate and where the necessary consent, instructions and training are in place.

Staff must follow the child's individual medical or healthcare plan where one is in place.

Responding to an Accident or Injury

When an accident or injury occurs, staff will:

1. Ensure the area is safe.
2. Reassure the child.
3. Assess the child's condition.
4. Obtain assistance from a paediatric first aider where required.
5. Provide appropriate first aid within their level of training.
6. Contact emergency services if necessary.
7. Inform the Manager or senior member of staff.
8. Continue to monitor the child.
9. Record the incident appropriately.
10. Inform the parent/carer in accordance with the Accident, Incident and Injury Policy.

The child's immediate safety and wellbeing will always take priority.

Emergency Situations

Emergency medical assistance will be requested by calling **999** where staff believe that immediate medical treatment is required.

Examples may include:

- difficulty breathing;
- unconsciousness;
- severe allergic reaction or anaphylaxis;
- serious bleeding;
- suspected serious head injury;
- suspected fracture;
- serious burns;
- choking;
- seizure requiring emergency assistance;
- sudden deterioration in a child's condition;
- any situation where staff believe the child may be seriously unwell or injured.

Staff should not delay calling emergency services because they are waiting for a parent/carer to arrive. Parents/carers will be contacted as soon as reasonably practicable.

Choking

Staff must respond immediately if a child is choking. A paediatric first aider will provide appropriate first aid within their training. Emergency services will be contacted where required. Following a significant choking incident, parents/carers will be informed and the incident recorded.

The setting will review the circumstances of the incident to determine whether any changes to food preparation, supervision or risk assessment are necessary.

Allergic Reactions and Anaphylaxis

Staff will be aware of children who have known allergies and will follow their individual healthcare plans.

Where a child experiences a suspected anaphylactic reaction, staff will follow the child's emergency plan and administer prescribed emergency medication where authorised and trained to do so. Emergency services will be contacted immediately. Parents/carers will be informed as soon as reasonably practicable. The incident will be recorded and reviewed. The setting will ensure that staff are aware of the location of emergency medication.

Asthma and Breathing Difficulties

Where a child has asthma or another condition affecting breathing, staff will follow the child's healthcare plan.

Prescribed inhalers and other emergency medication will be kept accessible in accordance with the setting's Medication Policy.

If a child's breathing difficulty is severe or does not respond appropriately to their prescribed treatment, emergency medical assistance will be sought.

Head Injuries

Head injuries will be assessed carefully.

Appropriate first aid will be provided and the child monitored.

Parents/carers will be informed of head injuries as appropriate, including where first aid has been administered.

If a child develops concerning symptoms or staff are concerned about the severity of the injury, medical advice or emergency assistance will be sought.

Head injuries must be recorded in accordance with the Accident, Incident and Injury Policy.

Bleeding

Staff will take appropriate precautions when dealing with blood.

Disposable gloves should be worn where there is a risk of contact with blood or bodily fluids.

Appropriate first aid will be provided.

Blood spills will be cleaned safely in accordance with the setting's infection-control procedures.

Staff will wash their hands thoroughly after providing first aid.

Burns and Scalds

The affected area will be treated with appropriate first aid in accordance with the first aider's training.

Where a burn or scald is serious, extensive or otherwise concerning, emergency medical assistance will be sought. Parents/carers will be informed. The incident will be recorded and the circumstances reviewed.

Suspected Fractures or Serious Injuries

Where a fracture or serious injury is suspected, the child will be kept as comfortable and still as possible while appropriate medical assistance is obtained.

Staff will not attempt to straighten or manipulate an injured limb.

Emergency services will be contacted where necessary.

Parents/carers will be informed as soon as reasonably practicable.

First Aid During Mealtimes

Children must be appropriately supervised while eating.

A member of staff with a valid full PFA certificate must be present in the room while children are eating.

Staff will remain alert to choking, allergic reactions and other medical emergencies.

The setting will follow its safer eating and allergy procedures.

This requirement forms part of the EYFS health and safety arrangements for early years children.

First Aid During Outings

A suitable first aid kit will be taken on outings.

A member of staff holding a current full PFA certificate will accompany children on outings.

Staff will also take:

- relevant emergency medication;
- required healthcare plans;
- emergency contact information;
- appropriate accident records;
- a means of contacting emergency services.

Staff will ensure that they know the location of the nearest appropriate medical facility where relevant.

The setting will consider first aid arrangements as part of the risk assessment for each outing.

Recording First Aid

Any first aid treatment provided to a child will be recorded appropriately.

Records should include:

- child's name;
- date and time;
- nature of injury or illness;
- location of injury;
- circumstances where known;
- first aid provided;
- name of the first aider;
- any further action taken;
- whether parents/carers were informed.

The record should be factual and objective.

The EYFS requires providers to maintain written records of accidents, injuries and first-aid treatment.

Informing Parents and Carers

Parents/carers will be informed of accidents, injuries and first aid treatment as appropriate.

Where first aid has been administered, parents/carers will be informed on the same day or as soon as reasonably practicable.

Parents/carers will be given sufficient information to understand:

- what happened;
- the nature of the injury or illness;
- what first aid was provided;
- whether further action may be required.

For serious injuries or emergencies, parents/carers will be contacted immediately where possible.

Safeguarding

First aid situations may occasionally raise safeguarding concerns.

Staff must inform the DSL where:

- an injury is unexplained;
- the explanation for an injury is inconsistent or concerning;
- there are repeated unexplained injuries;
- an injury appears to have been deliberately caused;

- a child makes a disclosure;
- there are concerns about inadequate supervision;
- there are concerns about the actions of another adult.

Staff must not investigate safeguarding concerns themselves.

The setting's Safeguarding and Child Protection Policy must be followed.

Infection Prevention and Control

Staff providing first aid will follow the setting's infection-control procedures.

This includes:

- appropriate handwashing;
- use of disposable gloves where required;
- safe handling of bodily fluids;
- appropriate cleaning and disinfection;
- safe disposal of contaminated materials.

Staff must take appropriate precautions to protect themselves and others from infection.

Confidentiality

Information about a child's injury, illness or medical needs will be treated confidentially.

Information will only be shared with those who need it to:

- provide care;
- safeguard the child;
- provide medical treatment;
- respond to an emergency;
- meet legal or regulatory requirements.

Staff must not discuss another child's medical or first aid information with other parents or children.

Staff Training

The Manager will identify first aid training needs as part of staff development and supervision.

Staff will be encouraged to maintain appropriate first aid knowledge.

The setting will ensure that relevant staff are aware of:

- emergency procedures;
- location of first aid equipment;
- children's individual healthcare needs;
- emergency medication;
- accident recording procedures;
- safeguarding responsibilities.

Additional training may be provided where the needs of children attending the setting require it.

Review of First Aid Arrangements

First aid arrangements will be reviewed:

- annually;
- following a serious accident;

- following a significant medical incident;
- when staffing arrangements change;
- when a first aider leaves;
- when PFA certificates expire;
- when legislation or statutory guidance changes;
- following relevant advice from Ofsted, the local authority or other competent authorities.

The Manager will ensure that there is always appropriate PFA cover when children are present.

Responsibilities

Trustees

The Trustees are responsible for ensuring that appropriate first aid arrangements are in place and that sufficient resources are provided.

Manager

The Manager is responsible for:

- ensuring EYFS first aid requirements are met;
- maintaining staff first aid records;
- arranging appropriate training;
- checking first aid equipment;
- ensuring appropriate cover is available;
- monitoring accident and first aid records;
- ensuring parents/carers are informed appropriately;
- ensuring serious incidents are escalated and reported where required.

Staff

All staff are responsible for:

- knowing who the qualified first aiders are;
- knowing where first aid equipment is kept;
- responding promptly to accidents and illness;
- seeking assistance when necessary;
- recording first aid appropriately;
- following children's healthcare plans;
- following the setting's emergency procedures;
- reporting concerns to the Manager or DSL.

Monitoring and Review

The Manager will monitor the effectiveness of first aid arrangements and consider whether any improvements are required.

The setting will use accident and first aid records to identify recurring problems, training needs or changes to risk assessments. This policy will be reviewed annually or sooner if required.

Adopted on:	11 th September 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	September 2027

Safeguarding guidance for intimate care

September 2026

What is intimate care?

Intimate care encompasses areas of personal care, such as nappy/pads changing, wiping, washing and dressing.

Our approach to best practice

Support for children/young people with intimate care needs will be carefully planned and the setting will ensure that:

- Staff who provide intimate care are appropriately trained to meet the needs of individual children.
- All staff adhere to the setting's safeguarding and child protection policy and related procedures.
- Staff should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.
- The setting will consider the appropriateness of any areas of the setting which may place staff or children in vulnerable situations and alternative areas will be strongly considered. This includes situations where staff carry out intimate care procedures in an unsupervised and/or isolated areas.
- Mobile phones, cameras and technological devices are not used by children or staff in areas where intimate care is carried out.
- Staff carrying out intimate care are appropriately supported and known to the child.
- Staff should be aware of their own limitations, only carrying out procedures they understand and feel competent and confident to carry out, if in doubt staff should ask.
- Suitable equipment and hygienic changing facilities are made available.

- Every intimate care procedure will be completed within an atmosphere of total respect and dignity both for the individual receiving care and for the person involved in giving the care.
- The number of adults engaged in the care should only reflect the minimum needed to perform the task safely and respectfully. Each situation should reflect both the safety and vulnerability of children/young people and staff.
- Intimate care is discussed and agreed with parents and carers beforehand.
- The needs and wishes of the child/young person are taken into consideration.
- An appropriate written plan for intimate personal care is discussed, agreed and shared with the child or young person and their family, signed by all involved and reviewed on a regular basis.
- Every plan supporting intimate care must demonstrate how the child/young person can be enabled to develop their independence as far as is reasonably practical.
- Staff should ensure that the child or young person's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting. Privacy and modesty are respected and protected at all times.
- Staff should speak to the child personally by name so that they are aware of being the focus of the activity and seek their consent, where possible, to the intimate care about to take place.
- Staff must always communicate in an age-appropriate way taking into account the child's developmental level and preferred communication method.
- Staff should enable the child to be prepared for or anticipate events while demonstrating respect for her/his body, e.g. by giving a strong sensory or verbal cue such as using a sponge or pad to signal intention to wash or change.
- Staff should have knowledge and understanding of any religious and cultural sensitivities related to aspects of intimate care and take these fully into account.
- Staff should agree with the child and their family appropriate terminology for private parts of the body and functions. Best practice in personal safety work would be to use the correct anatomical names for intimate body parts.
- Intimate care is logged and recorded and records retained. The record will include the date and time the intimate care was carried out and by whom.

- Staff should keep records where relevant, of a child's responses to intimate care and any changes in behaviour.
- The setting has procedures and plans in place for the day-to-day intimate care needs of a child or young person, but further consideration and risk assessment will need to be taken in good time before a trip, outing or activity.
- Equal opportunities legislation is taken into account.

Intimate care – safeguarding children

If a member of staff has any concerns about physical or behavioural changes in a child/young person's presentation, e.g. marks, bruises, soreness, becoming watchful and wary, freezing, gaze aversion, they will immediately log and pass their concerns to the Designated Safeguarding Lead in their setting.

Children and young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. An appropriate level of supervision to safeguard children and young people and/or to satisfy health and safety considerations will be implemented. This supervision should be appropriate to the needs and age of the child or young person concerned and sensitive to the potential for embarrassment.

Research has shown that whilst all children are vulnerable to abuse, young children and children and young people with disabilities are especially vulnerable. It is important to remember that some individuals may choose this line of work to gain access to vulnerable children in order to abuse them. One to one situations have the potential to make children/young people more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one situations with children/young people may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to one situations happen, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of children and young people and the adults who work with them.

The setting will ensure that intimate care practices including risk assessments, are reviewed at least annually and staff are supported with their implementation and understanding of these. Adults will be encouraged to be vigilant about their own behaviour at all times, ensuring they strictly follow agreed procedures and be mindful of the needs of the children and young people with whom they care for. In the event of an allegation being made against a member of staff, volunteer or student, the procedures for an Allegation of Abuse (as per the guidance and flow chart) will be followed.

Part of creating a protective ethos in settings involve raising awareness among staff and children as appropriate about the process of targeting and grooming used by sex offenders.

Targeting is the process offenders use to identify a victim. Children most likely to be targeted are those in groups identified as 'vulnerable'. They may fall into one or

some of these categories: children with troubled or unsettled lives; with identified behavioural or emotional problems; who are separated from parents; who are known to have been previously abused; who are insecure with low self-esteem; who are isolated, socially or geographically; with disabilities or SEN

Grooming is the process by which an offender manipulates the environment to increase the likelihood of offending without being caught. Some areas to consider in relation to grooming are:

- It involves adults and children.
- The more protective adults a child has in their network the less likely they will be successfully targeted.
- It is subtle and it may be carried out in such a way as to have an 'innocent' explanation.
- It is manipulative and deliberate
- It may be seen as warmth and helpfulness making the person extremely plausible
- It can be a slow process
- Children become entrapped and feel responsible and guilty
- Children are coerced to keep secrets.

Staff need to know that if they have concerns about the behaviour of a member of staff or volunteer within the setting they must report their concerns immediately to the Manager or DP. If the concerns are about the Manager or DSL they should speak immediately to the owner or committee chair.

Whistle blowing

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Staff and volunteers who use the setting Whistle Blowing Policy should be made aware that their employment rights are protected.

Staff and volunteers should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

Adopted on:	11 th September 2026
Adopted by:	Trustees of Elsworth Pre-School
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Child Absence Policy

September 2026

Purpose of policy

The purpose of this guidance is to support further improvements in the wellbeing of children in the Early Years Foundation Stage (EYFS), especially in keeping them safe and supporting their learning and development. Whilst there is no national guidance for children of non-statutory school age, this guidance has been developed in line with the statutory guidance with the EYFS (Early Years Foundation Stage), DfE (Department for Education) and the Ofsted Early Years Inspection Toolkit

Early Years Attendance Guidance

By following this guidance, you contribute to safeguarding children and ensuring they receive an education. Many schools and settings have good practices and procedures in promoting, supporting, recording and monitoring the attendance of children in EYFS. This includes keeping accurate records of the daily times of arrival and departure of each child. It is clearly in the best interests of children and families that all schools and settings are aware of effective practice.

Staff Awareness and Compliance

All staff within your early years setting should be familiar with this guidance or your provision's attendance policy. If you choose to implement your own attendance policy, ensure it includes all relevant safeguarding and compliance measures. Staff must clearly understand the importance of good attendance and the necessity of maintaining best practices.

Children's Rights and Early Years Framework

Children of non-statutory school age have the right to health and early years services that support their full potential. The EYFS statutory framework outlines providers' responsibilities in partnership with parents/carers to promote learning, development, and school readiness. Practitioners must actively promote good attendance in line with EYFS requirements. Inspectors will assess whether staff are vigilant to potential safeguarding concerns, including:

- Poor or irregular attendance
- Persistent lateness
- Children missing from education
- Prolonged Absence (PA) Monitoring

From September 2025, (EYFS 2026, sec.3.11 & 12) under new EYFS guidance, all early year's settings must monitor and track prolonged absences (PA) as part of safeguarding.

Conversations with Parents Regarding Poor Attendance

Discussing attendance concerns with parents of non-statutory school-age children can be challenging, as parents may assert that their child is not legally required to be in education. While this is correct, it is essential to remind parents of the benefits of regular attendance, as outlined

above. Good attendance establishes positive habits, prepares children for school, fosters secure relationships, and builds self-esteem.

Additionally, if a parent is claiming funding for a child who is not attending or has prolonged absences, this must be addressed. Parents should be informed that both Local Authorities (LAs) and early years settings have a safeguarding duty to follow up on poor attendance and confirm the child's whereabouts.

This guidance specifically aims to help settings to use good attendance practice to:

- Ensure Safeguarding for children
- Raising outcomes for all children and supporting behaviours and attitudes to education.
- Ensure that children and families are supported effectively and undertake Early Help assessment and/or Children's Social Care referrals as required.

Why good attendance is important

Even for very young children, there are positive benefits to be gained from regular attendance, whatever the weekly pattern of childcare. This includes not only coming to every planned session but also being there on time. It is important that all staff understand the principles of good attendance practice and the importance of good attendance by children.

Benefits include the following:

Good habits

- It builds in young children the idea that getting up and going to school or pre-school is simply what you do.
- Children who attend every planned session develop a feel for the rhythm of the week and gain a sense of security from some regular elements, even when the actual pattern or focus of their learning or activity may vary widely from week to week.

Secure relationships

- Young children find it easier to build and sustain a range of social relationships when they regularly attend their childcare setting, according to the pattern agreed with the family.
- For some families, particularly at times of stress, the child's regular attendance at the setting allows parents to get other things done and helps them enjoy spending time with the child when he or she is at home.

Self - esteem

- Children who rarely miss sessions at the setting and come on time are more likely to feel good about themselves. This is because they know what goes on and what to expect, feel more confident with adults and other children and have more opportunities to be valued and praised for their own special contribution.
- Children who regularly miss sessions or are generally late, can frequently experience a sense of having to try a little bit harder just to understand what is going on and what other children are talking about or doing.
- Regular attendance on time helps many young children to separate from their parents or carers at the start of the day and settle more readily into daily life in their setting.

Some children may need some flexibility when they first start attending to settle in but there should be a clear, time-bound plan in place to ensure the attendance patterns are normalised as soon as possible.

Learning and development

- Staff carefully plan every session for each child in their care and want to take every opportunity to help them thrive; experiences gained in one session are often developed further following the sessions.
- Children learn in many different ways; through playing with others and through being in the company of staff who actively support their learning and development.
- Underachievement is often linked to lower attendance. Good attendance and coming to the setting on time is important for every child, but especially those for whom specific factors make them more vulnerable to disengagement or underachievement.

Most children are well supported by their families and continue to thrive, whatever their background or circumstances, however, there may be factors in children's lives which make it more likely that they could experience some difficulties. So, it is particularly important to pay close attention to the patterns of attendance for potentially vulnerable groups of children, including, for example:

- Children facing difficult family circumstances e.g., housing problems, bereavement, separation/divorce.
- Children from families experiencing some degree of financial hardship, e.g., in receipt of benefits.
- Children with additional needs, learning difficulties or disabilities.
- Children with English as an Additional Language (EAL)
- Children about whom other agencies have raised concerns, including those supported through Early Help.

If any child's attendance starts to cause concern, it should be discussed with any other staff who work with any of the child's siblings who attend other settings and with the manager/DSL. This helps establish whether there are issues only for an individual child or if the family may be going through a challenging time.

In our setting, we will:

Promote, record, and monitor attendance, Monitoring attendance is important for all children, but especially for those who are most vulnerable. When a child starts at the setting parents/carers should be informed of the importance of regular attendance and explain how the setting will monitor and steps they will take if there are any attendance concerns.

- Knowing when children have attended the setting provides vital information to keep children safe from harm and help tackle underachievement.
- Have clear accessible attendance records helps identify children at risk and helps multi agency teams to understand, assess and support the widest possible range of needs for a child and his or her whole family.

Ensure that attendance records support the work of safeguarding young children and promote their learning and development, it is important for senior managers and staff at all levels to pay attention to the following:

- Keep full registration details for every child, as specified in the EYFS.

- Keep accurate information about parents, carers and others who may accompany the child to and from the setting, with at least two emergency contacts for each child, where possible.
- Make clear and accurate entries, whether using manual or electronic registers.
- Consistently and thoroughly investigate all absences for individual children and their siblings and keep good records of the family's explanations.
- Put in place some routine monitoring of attendance by committee, or the owner.
- Put in place systematic and rigorous monitoring of the registers by senior leaders who are personally involved in ensuring accurate recording, identifying, and addressing attendance issues and engaging parents.
- Being rigorous in monitoring attendance and in identifying and analysing patterns of absence and the number of sessions missed.
- Where extended absences occur for medical reasons, appropriate support should be given to the family depending on their needs. Keeping a place open may smooth the way for a phased return, and the best approach should be agreed upon with the parent/carers and any professional who may be working with the family.
- **If a child has been absent for four weeks within the same funding period, the Provider must contact the Early Years Funding Team.**
- Being rigorous and persistent in seeking and recording explanations for absence, however sensitively this is done.
- Develop good relationships with the family making sure that appropriate means of communication to meet family needs is used at all times.

Making sure (through induction and regular reminders) that all staff know what to do, and who to tell, if:

- a child is absent/late; - a child has a changeable or deteriorating pattern of absence or lateness; or a child goes missing.
- Making sure that the setting knows where to turn to for advice or support or whom to alert if concerns arise.

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Adopted by:	Trustees of Elsworth Pre-School
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FIRE SAFETY AND EMERGENCY EVACUATION POLICY

Date: September 2026

Introduction

Elsworth Pre-School is committed to ensuring the safety of children, staff, volunteers and visitors in the event of a fire or other emergency.

The setting will take reasonable steps to prevent fire and ensure that everyone can evacuate the premises safely and promptly.

This policy is based on the setting's fire risk assessment and should be read alongside the Health and Safety Policy, Risk Assessments, Lockdown Policy and Business Continuity arrangements.

Aims

Elsworth Pre-School aims to:

- reduce the risk of fire;
- maintain safe and accessible escape routes;
- ensure suitable fire detection and firefighting equipment is available and maintained;
- ensure staff understand emergency evacuation procedures;
- ensure children are evacuated safely;
- provide appropriate support for children who require additional assistance;
- carry out regular fire drills;
- review fire safety arrangements regularly.

The EYFS requires providers to have an emergency evacuation procedure, appropriate working fire detection and control equipment, clearly identifiable fire exits and unobstructed fire doors that can be opened easily from inside.

Fire Risk Assessment

The setting will maintain a suitable fire risk assessment.

This will consider:

- sources of ignition and combustible materials;
- people at risk, including young children and children requiring additional support;
- escape routes and exits;
- fire alarms and detection systems;
- firefighting equipment;
- emergency procedures;
- staff training;
- fire drills.

The fire risk assessment will be reviewed regularly and following any significant change to the premises, activities or circumstances. Government fire-safety guidance requires the Responsible Person to regularly review the fire risk assessment and maintain a written record.

Fire Prevention

Staff will take reasonable steps to prevent fires by:

- keeping escape routes and fire exits clear;

- reporting damaged electrical equipment;
- using electrical equipment safely;
- keeping combustible materials away from heat sources;
- storing hazardous substances safely;
- ensuring fire doors are not obstructed or wedged open;
- reporting any fire hazards to the Manager.

Fire Equipment and Exits

- The setting will ensure that appropriate fire alarms, smoke detectors and firefighting equipment are available and maintained.
- Fire exits will be clearly identified and kept clear.
- Fire doors must remain unobstructed and easily opened from the inside.
Staff must report any faults with fire safety equipment immediately to the Manager.
- Staff should only attempt to use firefighting equipment if they have been appropriately trained and it is safe to do so.
- The priority is always to evacuate safely.

If a Fire Is Discovered

Anyone discovering a fire should:

1. Raise the alarm immediately.
2. Alert other people in the building.
3. Remove children from immediate danger if this can be done safely.
4. Evacuate using the nearest safe exit.
5. Call **999** and request the Fire and Rescue Service.
6. Go to the designated assembly point.
7. Never re-enter the building.

If the Fire Alarm Sounds

When the alarm sounds:

- staff will stop activities immediately;
- children will be reassured and evacuated calmly;
- staff will use the nearest safe exit;
- children will remain with staff;
- staff will take the register where this can be done safely;
- everyone will go to the designated assembly point;
- staff will account for children, staff and visitors.

No one should return to the building until authorised by the emergency services.

Children Requiring Additional Support

The setting will consider individual evacuation arrangements for children who may require additional assistance because of:

- physical or mobility needs;
- SEND;
- sensory needs;
- communication difficulties;
- medical needs;
- developmental needs.

Where necessary, an individual emergency or evacuation plan will be agreed and staff will be made aware of the arrangements.

Visitors and Contractors

Visitors and contractors must follow the setting's fire procedures.

They must evacuate when the alarm sounds and remain at the assembly point until instructed otherwise.

Visitors and contractors must not re-enter the building until it has been confirmed safe.

Roll Call

Once at the assembly point, staff will check:

- all children;
- all staff;
- visitors;
- contractors.

Any missing person must be reported immediately to the emergency services.

Staff must **not re-enter the building** to search for a missing person.

Fire Drills

Fire evacuation drills will be carried out regularly and recorded.

Drills will be used to check that:

- children can be evacuated safely;
- staff understand their responsibilities;
- escape routes are suitable;
- everyone can be accounted for;
- any difficulties are identified.

The Manager will review the outcome of drills and make changes where necessary.

Fire Safety Training

All staff will receive fire safety information as part of their induction.

Staff will be familiar with:

- the fire alarm;
- fire exits;
- the assembly point;
- evacuation procedures;
- their responsibilities during an evacuation;
- arrangements for children requiring additional assistance.

Refresher information will be provided when necessary.

Emergency Closure

If the building cannot safely be re-entered following an emergency, the Manager will follow the setting's Business Continuity arrangements.

Parents/carers will be contacted using the setting's agreed communication procedures.

Children will remain supervised until collected by an authorised person or alternative arrangements have been safely agreed.

Assembly Point

The current designated assembly point will be clearly identified on the setting's fire evacuation plan and communicated to all staff.

Designated Assembly Point: Primary School playground.

Responsibilities

Trustees

Trustees are responsible for ensuring that appropriate fire safety arrangements and resources are in place.

Manager

The Manager is responsible for:

- maintaining the fire risk assessment;
- ensuring fire equipment is appropriately maintained;
- ensuring staff receive appropriate information;
- arranging regular fire drills;
- reviewing drill records;
- ensuring escape routes remain clear;
- taking action where fire safety concerns are identified.

All Staff

All staff are responsible for:

- following fire safety procedures;
- keeping escape routes clear;
- participating in fire drills;
- supervising children during evacuation;
- reporting fire hazards or faults;
- following instructions from the Manager and emergency services.

Monitoring and Review

Fire safety arrangements will be reviewed:

- annually;
- following a fire or significant incident;
- following a fire drill where problems are identified;
- following changes to the premises or activities;
- following changes to the needs of children;
- following relevant changes to legislation or guidance.

The fire risk assessment will be reviewed separately in accordance with fire safety requirements.

Adopted on:	11 th September 2026
Adopted by:	Trustees of Elsworth Pre-School
Next Review Date	September 2027

SAFER RECRUITMENT POLICY

Date: September 2026

Introduction

Elsworth Pre-School is committed to safeguarding and promoting the welfare of children. Safe recruitment is an essential part of protecting children from harm. The setting will take all reasonable steps to ensure that people recruited to work with children are suitable, appropriately qualified and able to carry out their responsibilities safely.

This policy applies to the recruitment of employees, managers, volunteers, students and other individuals who may work with or have access to children at Elsworth Pre-School.

The policy should be read alongside the setting's Safeguarding and Child Protection Policy, DBS and Staff Suitability Policy, Staff Code of Conduct and Staff Induction Policy.

Aims

Elsworth Pre-School aims to:

- recruit suitable and appropriately qualified staff;
- prevent unsuitable people from working with children;
- follow safer recruitment procedures;
- carry out appropriate DBS and other suitability checks;
- obtain appropriate references;
- verify qualifications and employment history;
- identify gaps or concerns in an applicant's history;
- ensure recruitment decisions are fair and non-discriminatory;
- maintain appropriate recruitment records.

Recruitment Process

Vacancies will be advertised with appropriate information about:

- the role;
- responsibilities;
- required qualifications;
- safeguarding responsibilities;
- relevant experience;
- required checks.

Applicants will normally be required to complete an application form or provide equivalent information sufficient to establish their employment history and suitability.

Shortlisting will be based on the requirements of the role.

The setting will not appoint someone solely on the basis of an interview.

Application and Employment History

Applicants will be expected to provide a full and accurate employment history.

Any gaps in employment should be explored and recorded appropriately.

The setting may ask applicants to explain:

- gaps in employment;
- frequent changes of employment;
- relevant disciplinary matters;

- qualifications or experience;
- other information relevant to suitability.

Information will be considered fairly and proportionately.

Interviews

Candidates who are shortlisted will normally be interviewed.

Interview questions may consider:

- experience of working with children;
- understanding of safeguarding;
- understanding of professional boundaries;
- behaviour management;
- equality and inclusion;
- working with parents/carers;
- teamwork;
- the responsibilities of the particular role.

Safeguarding-related questions will form part of the recruitment process.

Any concerns arising during interview will be considered before an appointment is made.

References

The setting will obtain appropriate references before confirming an appointment wherever reasonably practicable.

References should normally include information about:

- the applicant's employment;
- their suitability for the role;
- their conduct and performance;
- any relevant disciplinary concerns;
- safeguarding concerns where applicable.

Where a reference raises concerns, the Manager will consider whether further information is required before an appointment is made.

The setting will not rely solely on references when making a recruitment decision.

Identity Checks

The identity of successful applicants will be checked using appropriate original documentation.

The setting will ensure that the person applying for a DBS check is the same person who has been recruited.

Where identity cannot be satisfactorily established, the appointment will not proceed until the required checks have been completed.

DBS Checks

Appropriate Disclosure and Barring Service (DBS) checks will be completed in accordance with the requirements for the role.

For roles working with children, the appropriate level of DBS check will be determined using current DBS eligibility guidance.

Where a role is eligible for an Enhanced DBS check with Children's Barred List information, the setting will obtain the appropriate check.

From September 2026, the setting will follow the current requirements relating to regulated activity with children and the removal of the previous supervision exemption.

Starting Employment

A new employee must not commence employment where the applicable EYFS requirements require the setting to have received the relevant DBS check before they start.

The Manager will ensure that all required pre-employment checks have been completed before confirming that a person can begin their role.

Where any check is outstanding, the Manager will seek appropriate advice and ensure that the individual does not undertake duties for which they are not cleared.

DBS Information and Criminal Records

A criminal record will not automatically prevent a person from being employed.

Where information is disclosed, the Manager and Trustees will consider the nature of the information, its relevance to the role, the circumstances and any applicable legal requirements.

The setting will follow current DBS guidance and relevant safeguarding requirements.

Information obtained through DBS checks will be handled confidentially and only shared with those who need to know.

Qualifications

The setting will verify qualifications required for the role.

Copies or appropriate records of relevant qualifications will be retained securely.

The Manager will ensure that staff working in roles subject to EYFS qualification requirements meet the applicable requirements.

Suitability Checks

Before appointment, the setting will consider whether the applicant is suitable to work with children.

Suitability checks may include:

- identity;
- DBS;
- references;
- employment history;
- qualifications;
- right to work where applicable;
- health information where legally appropriate;
- safeguarding information;
- disqualification or other relevant suitability requirements.

The setting will follow current legal requirements regarding information that applicants are required to disclose.

Overseas Candidates

Where an applicant has lived or worked overseas, the setting will consider whether additional checks are appropriate.

This may include seeking criminal record information or other evidence of suitability from the relevant country where available.

The absence of an overseas check will not automatically be treated as evidence of suitability.

Volunteers and Students

Volunteers and students will be subject to appropriate suitability checks based on their role and level of contact with children.

The September 2026 changes mean that volunteers engaging in regulated activity with children require an Enhanced DBS check with Children's Barred List information.

The setting will determine the appropriate checks for each individual role.

Students and volunteers will not be left in sole charge of children unless this is legally permitted and appropriate to their role and level of training.

Agency Staff

Where agency staff are used, the setting will obtain confirmation from the agency that the required suitability and safeguarding checks have been completed.

The Manager will verify the identity of agency staff when they attend the setting.

Agency staff will be expected to follow Elsworth Pre-School's safeguarding and other relevant policies.

Concerns During Recruitment

Any concerns about an applicant's suitability will be discussed with the Manager.

Where appropriate, advice may be sought from:

- Ofsted;
- the Local Authority;
- the Local Authority Designated Officer (LADO);
- the Disclosure and Barring Service;
- another relevant safeguarding or professional body.

The setting will follow its safeguarding procedures where information raises a concern about possible harm to children.

Equal Opportunities

Elsworth Pre-School is committed to fair and inclusive recruitment.

Recruitment decisions will not unlawfully discriminate on the basis of protected characteristics.

Applicants will be assessed against the requirements of the role and their suitability to work with children.

Reasonable adjustments will be considered for applicants with disabilities.

Confidentiality and Data Protection

Recruitment information will be treated confidentially.

Personal information will only be collected, stored and shared where there is a lawful basis to do so.

DBS information and other sensitive recruitment records will be stored securely and accessed only by authorised individuals.

Recruitment records will be retained in accordance with the setting's Data Protection and Record Retention procedures.

Record Keeping

The setting will maintain appropriate records of recruitment checks.

These may include:

- application information;
- interview records;
- references;

- identity checks;
- DBS checks;
- qualification checks;
- right-to-work checks where applicable;
- suitability information;
- recruitment decisions.

Records will be stored securely.

Responsibilities

Trustees

The Trustees are responsible for ensuring that appropriate safer recruitment arrangements are in place.

Manager

The Manager is responsible for:

- implementing this policy;
- ensuring appropriate checks are completed;
- verifying qualifications and references;
- maintaining recruitment records;
- ensuring staff do not begin duties before required checks are completed;
- seeking advice where suitability concerns arise.

All Staff Involved in Recruitment

Staff involved in recruitment must:

- follow this policy;
- maintain confidentiality;
- use fair and consistent procedures;
- raise safeguarding concerns;
- avoid making appointments without appropriate checks.

Monitoring and Review

The Manager will monitor recruitment procedures to ensure they remain effective and compliant with current requirements.

This policy will be reviewed annually or sooner if:

- legislation changes;
- EYFS requirements change;
- DBS requirements change;
- safeguarding guidance changes;
- recruitment practice identifies a need for amendment.

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