



Elsworth Pre-School Policies and Procedures

What are Policies and procedures?

Policy- “A policy is a statement of principles, values or intent that guides, or usually determines decisions and actions to achieve an organisation’s goals. Policies help to ensure that a consistent approach in line with the service’s values is adopted throughout the service. They provide the basis for agreed, consistent and well-thought through decisions.” (Practical guide to developing childcare policies’, Barnardos, 2008.)

Procedures- “procedures spell out precisely what action is to be taken in line with the relevant policy and outline the steps to be followed or the way that a task should be performed. Procedures can reduce the need to make decisions under pressure or have to wait for a decision, they provide consistency and they allow everyone to know what is likely to happen in a given situation.” (‘practical guide to developing childcare policies’, Barnardos, 2008)

As a pre-school our number one objective is to provide the best care possible for all children and families attending our setting. In order for us to do this we implement a range of quality related matters in terms of best practice and legislation.

We record this information in the form of policies and procedures. As each childcare service is unique, our policies and procedures documents reflect the particular ethos of practice at our setting.

Why have clear policies and procedures?

Elsworth Pre-School have clear policies and procedures to help guide the actions of all individuals in the Pre-School. They ensure and endorse the well-being of all families, children, staff, volunteers and everyone who's connected to the Pre-School. When policies and procedures are well thought out and, most importantly implemented they provide common understanding and agreement on how things should be done at the setting.

Procedures provide clear instructions and guidelines on what should/must be done in a particular set of circumstances or with regards to a particular issue.

Policies and procedures help new staff and families to familiarise themselves with the settings practices and give them information about what to expect from the Pre-School. Policies should be ‘living’ documents that must be regularly reviewed to ensure that they meet all the needs of those working in the setting and taking into account the possible changes that have happened in the setting and within the wider community.

To summarise good, well thought out and implemented policies and procedures ensure:

- Good practice
- Helps to seek a professional and effective pre-school
- They provide consistency among staff, parents and children
- They can provide any ambiguity about how particular situations/issues should be handled in the setting
- They promote harmony among staff
- More efficient and effective delivery of care

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Section 1: The Early Years Foundation Stage (EYFS)

1a. Safeguarding and Child protection policy

Updated policy on main policy page

1b. Intimate Care

Updated policy on main policy page

1c. Whistleblowing

Updated policy on main policy page

1d. Camera, Mobile Phone, Recording Device, Smartwatches and Social Networking Use

Policy updated on main policy page.

1e. Monitoring Staff Behaviour Policy

Policy updated on main policy page

1f. E-Safety

Policy updated on main policy page

1g. Lone Working Policy

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we aim to not work alone 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.

Public liability insurance for lone working will be sought where applicable.

Employees/managers' responsibilities when left in a room alone include ensuring: •

To complete a risk assessment for staff working alone

- Ratios are maintained
- There is someone to call on in an emergency if required
- The member of staff and children are safeguarded always (relating to additional policies as above).

1h. Lock down procedure

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

Definition

An evacuation or lockdown 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 close proximity of a dangerous dog roaming loose

Procedure

Management of the situation will depend on the circumstances presented

- 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 senior staff member on site (manager) will alert other staff calmly and quietly, using the phrase 'lock down' to initiate lock down. If appropriate, he or she will contact the police on 999, making them aware of the situation, at the earliest opportunity.
- 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.
- 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 of time 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 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 ect.

- **Safest place: middle toilet room.**
- **Manager to take phone and contacts to safe place with children.**

Section 2- Inclusion

2a. Inclusion and Equality

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

Statement of intent

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 Jenny Blyth 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
- 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 through the entirety of the pre-school, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

Admissions/service provision

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

Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of 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 particular 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.

Staff

It is the policy of **Elsworth 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.

Training

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 induction training including 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 framework

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 and meetings

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.

2b. Special Consideration for Employees

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

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

Legal requirements

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 during the course of it. The following procedure is followed.

Procedure

The pre-school 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.

Disabilities

If you are disabled or become disabled, we encourage you to tell us about your condition so that we can consider what reasonable adjustments or support may be appropriate.

Part-time and fixed-term work

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

2c. Special Educational Needs and Disabilities (SEND)

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

Statement of intent

At **Elsworth Pre-School** we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported per their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage because of their needs. We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate. We are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the pre-school's facilities. All children have a right to a broad and wellbalanced early learning environment. Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents/carers and any relevant professionals to establish if any additional action is required. Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly. All

children will be given a full settling in period when joining the pre-school per their individual needs.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice on the identification and assessment of

any needs not being met by the universal service provided by the pre-school

- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice

- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn quicker, e.g. gifted and talented children are also supported
- Share any statutory and other assessments made by the pre-school with parents and support parents in seeking any help they or the child may need
- Work in partnership with parents and other agencies to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the pre-school day per their individual needs and abilities
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

Our Special Education Needs and Disabilities Co-ordinators (SENCO) are Jenny Blyth and Rebecca Turner-Neal.

The role of the SENCO is to take the lead in further assessment of the child's strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO should also ensure that appropriate records are kept including a record of children's SEN support and those with Education, Health and Care plans. The practitioner usually responsible for the child should remain responsible for working with the child daily and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action (code of practice 2015). She/he works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs practice and policy of the pre-school, always making sure plans and records are shared with parents.

Methods

We will:

- Designate a named member of staff to be Special Educational Needs and Disability Coordinator (SENCO) and share his/her name with parents
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January 2015
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with special educational needs and/or disabilities is the responsibility of all members of staff in the pre-school
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities
- Work closely with parents to create and maintain a positive partnership which supports their child(ren)
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education
- Provide parents with information on sources of independent advice and support

- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Use the graduated response system (see explanation below) for identifying, assessing and responding to children's special educational needs and disabilities
- Provide a broad and balanced early learning environment for all children with special educational needs and/or disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with special educational needs and/or disabilities and discuss these with parents
- Review IEPs regularly every six to twelve weeks and hold review meetings with parents at this time
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and/or disabilities
- Provide resources (human and financial) to implement our SEND policy
- Ensure the privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Use the local authorities Assessment Framework (see details below)
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy annually.

Effective assessment of the need for early help

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments, such as the Education, Health and Care plan or an Early Help Assessment, should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- the assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- a teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local

authority. Local authority children's social care should set out the process for how this will happen; and

- if parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional. *Working together to safeguard children 2015/17*

Special Educational Needs and Disability code of practice

The pre-school has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs. The pre-school will undertake a Progress Check of all children at age two in accordance with the Code of Practice. The early years provider will also undertake an assessment at the end of the Early Years Foundation Stage (in the final term of the year in which a child turns 5) to prepare an EYFS Profile of the child.

The Code of Practice recommends that, in addition to the formal checks above, the setting should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. The pre-school has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

Stage 1

Where a practitioner or SENCO identifies a child with special educational needs, the pre-school will assess and record those needs and provide a number of key actions to help the child. As part of this process, the pre-school will consult with parents and seek any additional information from external professionals. The targets for the child, any teaching strategies or changes to provision, are set out in an Individual Education Plan (IEP). The plan will be continually under review in consultation with the child and his/her parent(s). This stage will involve a cycle of assessment, planning and review in increasing detail, with increasing frequency, to identify the best ways of securing and maintaining progress.

Stage 2

This is where a practitioner or SENCO, in consultation with the child's parents, decide external support services are required usually following a review of the IEP. The pre-school will share its records on the child with those services so that they can advise on any IEP targets and appropriate strategies to help the child.

Statutory assessment

If the help given through an IEP is not sufficient to enable the child to progress satisfactorily, it may be necessary for the preschool, in consultation with the parents and any external agencies already involved, to request a statutory assessment by the local authority. This may lead to the child receiving an education, health and care plan.

2d. Looked After Children

This policy was adopted on	Signed on behalf of the pre-school	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

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

Definition and legal framework

The description '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' 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 policy

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 our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for where appropriate. Practitioners are supported by management at all times and we have an open-door policy if they need to discuss any sensitive issues regarding the child. Where applicable, we 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 multiagency 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 his/her 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:**

Organisation Contact Number

Local authority 01480 375501

Children's social care team 0345 045 5203

2e. Dealing with Discriminatory Behaviour

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we do not tolerate discriminatory behaviour and take action to tackle discrimination. We believe that parents 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 incidents any perceived or actual 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.

characteristics

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
 - listed above
- Discriminatory comments including ridicule made in the course of discussions • Patronising words or actions.

Our procedures

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 it to the pre-school manager.
- Having a named ENCO to lead good practice in equality. The setting ENCO is Sophie Mills 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 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 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
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures (please see the policy on disciplinary procedures).

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 our procedure as detailed in our Safeguarding Policy in order to safeguard children and families concerned.

Pre-School staff

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 or parents may express in pre-school.

We aim to create an atmosphere where the victims of any form of discrimination have 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.

Section 3- Health and Safety

3a. Health and Safety – General Policy

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

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 particular 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.

Legal framework

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) 2017
- 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.

Aims and objectives

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
- Make arrangements 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 assess 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 supervised at all times
- Ensure no student or volunteer is left unsupervised at any time
- Ensure staff paediatric first aid certificates are made available to parents.

Responsibilities

The designated Health and Safety Officer in the pre-school is Jenny Blyth

The employer has overall and final responsibility for this policy being carried out at: **Elsworth PreSchool**

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.

Health and safety training

Person responsible for monitoring staff training is **Jenny Blyth**
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.

Health and safety arrangements

- 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.

3b. Sickness and Illness

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At Elsworth Pre-School we promote the good health of all children attending. To help keep children healthy and minimise infection, we do not expect children to attend pre-school if they are unwell. If a child is unwell it is in their best interest to be in a home environment with adults, they know well rather than at pre-school with their peers.

Our procedures

To take appropriate action of children who become ill and to minimise the spread of infection we implement the following procedures:

- If a child becomes ill during the pre-school day, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time, we care for the child in a quiet, calm area
- We follow the guidance given to us by Public Health England in Guidance on Infection Control in Schools and other Child Care Settings and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the pre-school
- Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to pre-school until they have been clear for at least 48 hours. We notify Ofsted as soon as possible and in all cases within 14 days of the incident where we have any child or staff member with food poisoning. We inform all parents if there is a contagious infection identified in the pre-school, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection
- We exclude all children on antibiotics for the first 24 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions, e.g. asthma, and the child is not unwell) This is because it is important that children are not subjected to the rigours of the pre-school day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics
- We have the right to refuse admission to a child who is unwell. This decision will be taken by the manager on duty and is non-negotiable
- All parents are requested to regularly check their children's hair for headlice on a regular basis. If a parent finds that their child has head lice, we would be grateful if they could inform the pre-school so that other parents can be alerted to check their child's hair.

Meningitis procedure

If a parent informs the pre-school that their child has meningitis, the pre-school manager will contact the Infection Control (IC) Nurse for their area. The IC Nurse will give guidance and support in each individual case. If parents do not inform the pre-school, we will be contacted directly by the IC Nurse and the appropriate support will be given. We will follow all guidance given and notify any of the appropriate authorities including Ofsted if necessary.

Transporting children to hospital procedure

The pre-school manager/staff member must:

- Call for an ambulance immediately if the sickness is severe. DO NOT attempt to transport the sick child in your own vehicle
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital
- Redeploy staff if necessary, to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Inform a member of the management team immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

3c. Infection Control

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

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

- Personal Protective Equipment (PPE) is available 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 the washing machine
- Where applicable wear specific indoor shoes or slippers whilst inside the rooms 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 of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the pre-school
- Parents will be made aware of the need for these procedures in order 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 maintained at all times and increased during the winter months or when flu and cold germs are circulating.

3d. Medication

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>

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 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.

Medication prescribed by a doctor, dentist, nurse or pharmacist

(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

- 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 and every medication. However, we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication under the following circumstances:
 1. The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be completed
 2. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed
 3. Parents must notify us IMMEDIATELY if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given.
- 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 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 or guardian 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 will take place to establish the appropriate response.

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

- 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 nonprescription 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 collect the child

- If any child is brought to the pre-school in a condition in which he/she 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 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 nonprescription 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 and every medicine.

Injections, pessaries, suppositories

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 and other professionals to arrange for appropriate health officials to train staff in administering the medication.

Staff medication

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.

Storage

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.

3e. Promoting Positive Behaviour

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

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 always 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 the safety of 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.

The named person Jenny Blyth for managing behaviour will:

- Advise other staff on behaviour issues
- Along with the deputy manager will keep up to date with legislation and research
- 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
- We 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 absolutely necessary.
- We recognise that there may be rare times where children may have regular occasions where they 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 done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We 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
- Staff 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
- We 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
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate
- We 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 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
- We support children in developing non-aggressive strategies to enable them to express their feelings
- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We 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, we 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 model expected behaviour
- Staff acknowledge desired behaviour with specific praise, especially with children who are having difficulties
- Give a commentary to sharing and turn-taking during appropriate activities
- Value each child's unique qualities ensuring they are able to feel confident and proud

Anti-bullying

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:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channeled in a positive way
- Children are helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors and out
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the pre-school
- All concerns will be treated 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.

3f. Biting

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we follow a positive behaviour policy to promote positive behaviour always. 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 procedures**

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. The most relevant 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
- Tell the child who has caused the bite in terms that they 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 to develop strategies to prevent the biting behaviour. Parents 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 to support strategies, with observations and parent 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.

3g. Overall Approach to Risk Assessment

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

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

Risk assessments

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.

3h. Complaints and Compliments

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

At **Elsworth Pre-School** we believe that parents are entitled to expect courtesy and prompt, careful attention to their individual needs and wishes. We hope that parents are happy with the service provided and we encourage parents to voice their appreciation to the staff concerned. We record all compliments and share these with staff.

We welcome any suggestions from parents on how we can improve our services and will give prompt and serious attention to any concerns that parents may have. Any concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the pre-school.

We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our Safeguarding/Child Protection Policy.

Internal complaints procedure Stage 1

If any parent should have cause for concern or any queries regarding the care or early learning provided by the pre-school, they should in the first instance take it up with the child's key person or a senior member of staff. **Stage 2**

If the issue remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing to the pre-school manager. The manager will notify the committee of the complaint and will then investigate the complaint and report back to the parent within five days. The manager will document the complaint fully and the actions taken in relation to it. (Most complaints are usually resolved informally at stage 1 or 2.) **Stage**

3

If the matter is still not resolved, the pre-school will hold a formal meeting between the manager, parent and the chairperson of the committee to ensure that it is dealt with comprehensively. The pre-school will make a record of the meeting and document any actions. All parties present at the meeting will review the accuracy of the record and to sign it and will receive a copy. This will signify the conclusion of the procedure.

Stage 4

If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted at any time they have a concern, including at all stages of the complaint's procedure, and are given information on how to contact Ofsted. Ofsted is the registering authority for early years settings in England and investigates all complaints that suggest a provider may not be meeting the requirements of the pre-school's registration. It risks assesses all complaints made and may visit the pre-school to carry out a full inspection where it believes requirements are not met.

A record of complaints will be kept in the pre-school. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, result of any investigations and any information given to the complainant including a dated response. Parents will be able to access this record if they wish; however, all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.

Contact details for Ofsted:

Email: enquiries@ofsted.gov.uk

Telephone: 0300 123 1231 By
post:

Ofsted
Piccadilly Gate
78
Store Street
Manchester
M1 2WD

Parents will also be informed if the pre-school becomes aware that they are going to be inspected and after inspection the pre-school will provide a copy of the report to parents and/or carers of children attending on a regular basis.

3i. Health and Safety in the Office

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we take the welfare of our employees seriously and put safeguards in place to help protect the health and safety of all employees. This includes any staff who are required to undertake office duties as part of their role including sitting at a computer. We carry out risk assessments to assess any health and safety risks to employees carrying out office duties and provide appropriate equipment for their role. Staff using computers can help to prevent health problems in the office by:

- Sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen
- Maintaining a good posture
- Avoiding repetitive and awkward movements by using a copyholder and keeping frequently used items within easy reach
- Changing position regularly
- Using a good keyboard and mouse technique with wrists straight and not using excessive force
- Making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light
- Adjusting the screen controls to prevent eyestrain
- Keeping the screen clean
- Reporting to their manager any problems associated with use of the equipment
- Planning work so that there are breaks away from the workstation.
- Seating and posture for typical office tasks:
- Good lumbar support from the office seating
- Seat height and back adjustability
- No excess pressure on underside of thighs and backs of knees
- Foot support provided if needed
- Space for postural change, no obstacles should be under the desk
- Forearms approximately horizontal
- Minimal extensions, flexing or straining of wrists
- Screen height and angle should allow for comfortable head position
- Space in front of keyboard to support hand/wrists during pauses in typing.

If an employee requires additional support, please let the manager know as soon as possible.

3j. Fire Safety

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we make sure the pre-school is a safe environment for children, parents, staff and visitors through our fire safety policy and procedures. The pre-school manager, Jenny Blyth, makes sure the pre-school premises are compliant with fire safety regulations (including following any major changes or alterations to the premises) and seeks advice from the local fire safety officers, as necessary. The manager has overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children every halfterm or as and when a large change occurs, e.g. a large intake of children or a new member of staff joins the pre-school. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals. The designated manager checks fire detection and control equipment and fire exits in line with the timescales in the checklist below. **Fire checklist** Daily:

- Fire exits clear and accessible
- Fire blankets and fire extinguisher accessible and in good condition
- No unacceptable fire risks present Weekly:
- Fire alarms
- Fire exits
- Fire hazards

Registration

An accurate record of all staff and children present in the building must be kept at all times and children/staff must be marked in and out on arrival and departure. An accurate record of visitors must be kept in the visitor's folder. These records must be taken out along with the register and emergency contacts list in the event of a fire.

No smoking policy

The pre-school operates a strict no smoking policy – please see this separate policy for details.

Fire drill procedure

On discovering a fire:

- Calmly raise the alarm verbally, by using the whistle or using the alarm.
- Manager to collect emergency evacuation bag
- Immediately evacuate the building under guidance from the manager on duty
- Using the nearest accessible exit lead the children out, through the side gate, **assemble on the school playground**
- Close all doors and windows behind you, only where possible
- Guide or carry any children with mobility difficulties
- Do not stop to collect personal belongings on evaluating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- Wait for emergency services and report any unaccounted persons to the fire service/police.
- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- Wait for emergency services and report any unaccounted persons to the fire service/police.

3k. Safety Checks

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we make sure the pre-school is a safe environment for children, parents, staff and visitors by carrying out safety checks on a regular basis in accordance with the timescales set out in the pre-school checklists. These include daily checks of the premises, indoors and outdoors, and all equipment and resources before the children access any of the areas. The checks are recorded to show any issues and solutions. This policy should be read in conjunction with the fire safety, risk assessments, visits and outings and the equipment and resources policies. All staff should be aware of potential hazards in the pre-school environment and monitor safety at all times.

Risk assessments

Risk assessments document the hazard, 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 will this be monitored and checked and by whom.

The pre-school carries out written risk assessments at least annually. These are regularly reviewed and cover potential risks to children, staff and visitors at the setting. 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.

Electrical equipment

- All electrical cables are kept out of the reach of children wherever possible and shielded by furniture where they need to be at floor level
- Electrical sockets are all risk assessed and any appropriate safety measures are in place to ensure the safety of the children.

Mains information Locations

of:

- Water stop tap: **kitchen – under sink** Fuse box: **preschool cloakroom**
- Main electricity box: **on school premises**

Dangerous substances

All dangerous substances including chemicals **MUST** be kept in areas out of children's reach. All substances must be kept in their original containers with their original labels attached. Safety Data Sheets (Control of Substances Hazardous to Health (COSHH)) and risk assessments must be kept for all substances and the appropriate personal protection taken and used e.g. gloves, apron and goggles.

Hot drinks and food

Hot drinks must only be consumed in the kitchen/office or at the lunch table once cooled and all children are seated at lunch time.

Transport and outings

The pre-school has a comprehensive documented policy relating to outings, which incorporates all aspects of health and safety procedures including the arrangements for transporting and the supervision of children when away from the pre-school.

Room temperatures

- Staff should be aware of room temperatures in the pre-school and should ensure that they are suitable at all times. There is a thermometer to ensure this is monitored
- Staff must always be aware of the dangers of young children being too warm or too cold
- Temperatures should not fall below 16 C
- Where fans are being used to cool rooms, great care must be taken with regard to their positioning.

Water supplies

- A fresh drinking supply is available and accessible to all children, staff and visitors
- All hot water taps accessible to children are thermostatically controlled to ensure that the temperature of the water does not exceed 40 C.

3I. Manual Handling

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we recognise that staff need to carry out manual handling especially in relation to lifting children. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the pre-school's manual handling policy. We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury. We know that lifting and carrying children is different to carrying static loads and therefore our manual handling information reflects this. All staff will receive instruction in manual handling within their first year of employment and will receive ongoing training as appropriate.

Preventing injuries

As with other health and safety issues, we recognise that the most effective method of prevention is to remove or reduce the need to carry out hazardous manual handling. Wherever possible, we review the circumstances in which staff have to carry out manual handling and re-design the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, we carry out a risk assessment by examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

Our manual handling assessment considers the following:

- The tasks to be carried out
- The load to be moved (including moving children)
- The environment in which handling takes place
- The capability of the individual involved in the manual handling.

We expect staff to use the following guidance when carrying out manual handling in order to reduce the risk of injury.

Planning and procedure

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- Lighting should be adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.

Carrying children

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting
- Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally
- Wherever possible, avoid carrying the child a long distance (this generally isn't necessary in pre-school)
- Where a child is unable to hold onto you, ensure you support them fully within your arms
- Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you
- If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing
- Students and pregnant staff members will not carry children.

Position

Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself, or turn the load around, so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

Lifting Always lift using the correct posture:

- Bend the knees slowly, keeping the back straight

- Tuck the chin in on the way down
- Lean slightly forward if necessary and get a good grip
- Keep the shoulders level, without twisting or turning from the hips
- Try to grip with the hands around the base of the load
- Bring the load to waist height, keeping the lift as smooth as possible. **Moving the child or load**
- Move the feet, keeping the child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the child or load, reversing the procedure for lifting
- Avoid crushing fingers or toes as you put the child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

The task

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury
- Avoid awkward movements such as stooping, reaching or twisting
- Ensure that the task is well designed and that procedures are followed
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying
- Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan ahead – use teamwork where the load is too heavy for one person.

The environment

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- Remove obstructions and ensure that the correct equipment is available.

The individual

- Never attempt manual handling unless you have been trained and given permission to do so
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.

3m. Healthy Workplace

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we are committed to providing a workplace which supports and encourages a healthy staff team through staff training, health and safety awareness and supervisions. **Dress code**

Staff must follow our dress code at all times. The dress code is the pre-school's blue polo shirts, black leggings or trousers and flat footwear, boots, shoes or sandals for outdoor these must

include straps around the back of the foot. Hair should be tied at all times and jewellery kept to a minimum. Tattoos must not be offensive or inappropriate for the age of children we are working with. If inappropriate these must be covered with either clothing or a plaster.

Staff breaks

It is the responsibility of the pre-school manager to ensure that all staff working five hours or more take a break of 20 minutes and ensuring that ratios are maintained.

Staff under 18 require a break of 30 minutes in circumstances where they work 4.5 hours a day. All breaks should be taken away from an employee's normal work area (where this is requested).

Personal hygiene

Staff must follow the personal hygiene code at all times and encourage children to adopt the same good personal hygiene code themselves.

All hands must be washed before handling food, after using the toilet or toileting children, after wiping noses, messy play activities and after contact with animals.

After noses have been wiped the tissue must be disposed of hygienically and hands should be washed. **Cleaning**

The pre-school is committed to providing a safe, happy and healthy environment for children to play, grow and learn. Cleanliness is an essential element of this practice. The pre-school will be cleaned daily by staff and regular checks will be made to the bathrooms. These will be cleaned at least daily (more if necessary, i.e. at lunch time). The nappy changing facility will be cleaned after every use and potties will be cleaned out after every use. Any mess caused throughout the day will be cleaned up as necessary to ensure that a hygienic environment is provided for the children in our care. A cleaner conducts a thorough clean on a weekly basis. **Kitchen**

Staff are made aware of the basic food hygiene standards through appropriate training and this is reviewed every three years.

- Fridges to be cleaned out weekly
 - Microwave to be cleaned after every use
 - Oven to be cleaned out regularly
 - Freezer to be cleaned out every three months
 - All cupboards to be cleaned out monthly
 - Fridge temperatures must be recorded first thing in the morning and last thing at night
 - All food to be covered at all times in and out of the fridge and dated to show when each product was opened
 - Care must be taken to ensure that food is correctly stored in fridges
- Food is not reheated for children on the premises
- Food served but not used immediately should be appropriately covered and placed in the fridge/freezer within 60 minutes. If this is not followed, food should be discarded immediately
 - All opened packets to be dated when opened and placed in an airtight container e.g. raisins, cereal etc.
 - Surfaces to be cleaned with anti-bacterial spray
 - Cloths must be thrown away daily or sooner if clearly soiled
 - Children must NOT enter the kitchen except for supervised cooking activities
 - Doors/gates to the kitchen to be kept closed/locked at all times. **Pre-School**
 - Staff must be aware of general hygiene in the setting and ensure that high standards are kept at all times
 - Toys should be washed regularly
 - Floors should be cleaned during the day when necessary. Vacuum cleaner bags (where used) should be changed frequently
 - Mop heads should be washed in a separate wash and replaced regularly
 - chairs must be cleaned after every use.

- All surfaces should be kept clean and clutter free
- Children must always be reminded to wash their hands after using the bathroom and before meals. Staff should always encourage good hygiene standards, for example, not eating food that has fallen on the floor
- Children should learn about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouths when coughing.

Staff use of the kitchen and office areas for lunch breaks

- It is the responsibility of every member of staff to help to ensure that their staff room is kept clean and tidy
- Fridges must be cleaned out weekly
- Microwave to be cleaned after every use by whoever has used it
- Surfaces to be wiped down daily
- All implements used for lunch or break to be washed and tidied away

3n. Animal Health and Safety

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we recognise that pets can help meet the emotional needs of children and adults. Caring for pets also gives children the opportunity to learn how to be gentle and responsible for others and supports their learning and development.

Pets from home

- If a child brings a pet from home to visit the pre-school as a planned activity, we complete a full, documented risk assessment prior to the pet visiting and analyse any risks before this type of activity is authorised.
- Pets will not be allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals and will be encouraged not to place their hands in their mouths during the activity. The staff will explain the importance of this to the children
- Children will be encouraged to leave any comforter away from the animals to ensure cross-contamination is limited. **Visits to farms**
- If we plan to visit a new, unfamiliar farm, we will check that the farm is well-managed, that the grounds and public areas are as clean as possible and that suitable first aid arrangements are made. Animals should be prohibited from any outdoor picnic areas
- We check that the farm has suitable washing facilities, appropriately signposted, with running water, soap and disposable towels or hot air hand dryers. Any portable water taps should be appropriately designed in a suitable area
- We will ensure that there is an adequate number of adults to supervise the children, considering the age and stage of development of the children
- We will explain to the children that they will not be allowed to eat or drink anything, including crisps and sweets, or place their hands in their mouths, while touring the farm because of the risk of infection and explain why
- We will ensure suitable precautions are in place where appropriate e.g. in restricted areas such as near slurry pits or where animals are isolated. **During the visit**
- If children are in contact with, or feeding animals, we will warn them not to place their faces against the animals or put their hands in their own mouths afterwards, and explain why

- We will encourage children to leave comforters either at pre-school, in the transport used or in a bag carried by a member of staff to ensure cross-contamination is limited
- After contact with animals and particularly before eating and drinking, we will ensure all children, staff and volunteers wash and dry their hands thoroughly. If young children are in the group, hand washing will be supervised. We will always explain why the children need to do this
- Meals breaks or snacks will be taken well away from the areas where animals are kept and children will be warned not to eat anything which has fallen on the ground. Any crops produced on the farm will be thoroughly washed in portable water before consumption
- We will ensure children do not consume unpasteurised produce, e.g. milk or cheese
- Manure or slurry presents a particular risk of infection and children will be warned against touching it. If they do touch it, we will ensure that they thoroughly wash and dry their hands immediately
- We will ensure all children, staff and volunteers wash their hands thoroughly before departure
- We will ensure footwear and clothing is as free as possible from faecal materials. **3o. #**

Visits and Outings

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023

At **Elsworth Pre-School** we offer children a range of local outings including walks and visits off the premises. We believe that planned outings and visits complement and enhance the learning opportunities inside the pre-school environment and extend children's experiences.

Procedures

Visits and outings are carefully planned to use the following guidelines, whatever the length or destination of the visit:

- A pre-visit outings plan will be carried out by a member of staff before the outing to consider the risks or hazards which may arise, and identify steps to be taken to remove, minimise and manage those risks and hazards.
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children.
- At least one member of staff will hold a valid and current paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary
- A fully stocked first aid bag will always be taken on all outings along with any special medication or equipment required
- A fully charged mobile phone, with no camera or internet, with sufficient credit will be used for contact.
- Regular headcounts will be carried out throughout the outing.
- Children will be easily identified by staff when on a trip by high-vis jackets.
- On whole-pre-school day trips, stickers will be worn by children with contact phone number displayed and a copy of children's emergency contact numbers will be taken.
- In the event of an accident, staff will assess the situation. If required, the group will return to pre-school immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being

contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the pre-school.

Risk assessment/outings plan

Before an outing, a member of staff must complete and outings risk assessment. This will be stored in the outings pack, which is kept in a designated place by the front door. This will include details of:

- The name of the staff members going on the visit
- The name of the place where the visit will take place
- The time of departure
- The names of the children going on the visit
- Pre-School mobile number
- Method of transportation and travel arrangements (including the route)

Lost children

In the event of a child being lost, the Lost Child Procedure will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents. There may be opportunities for parents to assist on outings. The manager will speak to parents prior to the visit regarding health and safety and code of conduct.

3p. Lost Child from Pre-School Procedure

Policy updated on main policy page

3q. Lost Child from Outings Procedure

Policy updated on main policy page

3r. No Smoking Policy

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

At **Elsworth Pre-School** we are committed to promoting children’s health and wellbeing. This is of the upmost importance for the pre-school. Smoking has proved to be a health risk and therefore, in accordance with legislation, the pre-school operates a strict no smoking policy within its buildings and grounds. It is illegal to smoke in enclosed places. All persons must abstain from smoking while on the premises. This applies to staff, students, parents, carers, contractors and any other visitors to the premises. Staff accompanying children outside the pre-school, are not permitted to smoke. We also request that parents accompanying pre-school children on outings refrain from smoking while caring for the children.

Staff must not smoke while wearing pre-school uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle. If staff choose to smoke during breaks, they are asked to add a personal jacket or item of clothing and smoke away from the main entrance. We respect that smoking is a personal choice, although as an organisation we support healthy lifestyles.

This policy also applies to electronic cigarettes.

3s. Alcohol and Substance Misuse

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we are committed to providing a safe environment that helps to ensure the welfare of the children in our care. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for children.

Alcohol

Under the Health and Safety at Work Act 1974, companies have a legal requirement to provide a safe working environment for all of their employees. Anyone who arrives at the pre-school clearly under the influence of alcohol will be asked to leave. If they are a member of staff, the pre-school will investigate the matter and will initiate the disciplinary process as a result of which action may be taken, including dismissal. If they are a parent, the pre-school will judge if the parent is suitable to care for the child. The pre-school may call the second contact on the child's registration form to collect them. If a child is thought to be at risk the pre-school will follow the safeguarding children/child protection procedure and the police/children's social services may be called. If anyone arrives at the pre-school in a car under the influence of alcohol the police will be contacted. Staff, students, parents, carers, visitors, contractors etc. are asked not to bring alcohol on to the pre-school premises.

Substance misuse

Anyone who arrives at the pre-school under the influence of illegal drugs, or any other substance including medication, that affects their ability to care for children, will be asked to leave the premises immediately. If they are a member of staff, an investigation will follow which may lead to consideration of disciplinary action, as a result of which dismissal could follow. If they are a parent, the pre-school will judge if the parent is suitable to care for the child. The pre-school may call the second contact on the child's registration form to collect them. If a child is thought to be at risk the pre-school will follow the safeguarding children/child protection procedure and the police may be called. The pre-school will contact the police if anyone (including staff, students, volunteers, contractors and visitors) is suspected of being in possession of illegal drugs or if they are driving or may drive when under the influence of illegal drugs. If they are a member of staff serious disciplinary procedures will be followed. If a member of staff is taking prescriptive medication that may affect their ability to work, they must inform the pre-school manager as soon as possible to arrange for a risk assessment to take place.

Safeguarding/child protection

If a parent or carer is clearly over the alcohol limit, or under the influence of illegal drugs and it is believed the child is at risk we will follow our safeguarding/child protection procedures, contact social services and the police. Staff will do their utmost to prevent a child from travelling in a vehicle driven by them and if necessary, the police will be called. Where an illegal act is suspected to have taken place, the police will be called.

3t. Equipment and Resources

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we believe that high-quality care and early learning is promoted by providing children with safe, clean, stimulating, age and stage appropriate resources, toys and equipment.

To ensure this occurs within the pre-school, including in our outdoor areas, we will:

- Provide play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
- Provide a sufficient quantity of equipment and resources for the number of children registered in the pre-school
- Provide resources to meet children's individual needs and interests
- Provide resources which promote all areas of children's learning and development • Select books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
- Provide play equipment and resources which promote continuity and progression, provide sufficient challenges and meet the needs and interests of all children
- Store and display resources and equipment where all children can independently choose and select them
- Check all resources and equipment before first use to identify any potential risks and again regularly at the beginning of every session and when they are put away at the end of every session. We repair and clean or replace any unsafe, worn out, dirty or damaged equipment whenever required
- Evaluate the effectiveness of the resources including the children's opinions and interests
- Encourage children to respect the equipment and resources and tidy these away when play has finished.

3u. Critical Incident

Policy updated on main policy page

3v. Adverse Weather

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we have an adverse weather policy in place to ensure our

Pre-school is prepared for all weather conditions that might affect the running of the pre-school such as floods, snow and heat waves. If any of these incident's impact on the ability of the preschool to open or operate, we will contact parents via phone.

We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

Flood

In the case of a flood we will follow our critical incident procedure to enable all children and staff to be safe and continuity of care to be planned for.

Snow or other severe weather

If high snowfall, or another severe weather condition such as dense fog, is threatened during a Pre-school day then the manager will take the decision as to whether to close the pre-school. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the pre-school day, we will contact all parents to arrange for collection of their child. In the event of staff shortages due to snow or other severe weather, we will contact all available off duty staff and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored, we will contact Ofsted to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the pre-school.

Heat wave

Please refer to our sun care policy.

3w. Supervision of Children

Policy updated on main policy page

3x. Supervision of Visitors

Policy updated on main policy page

Section 4: Human Resources

4a. Personnel

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Byth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

At **Elsworth Pre-School** we aim to have a high-quality staff team that act at all times in the best interests of children's safety and welfare. To achieve this, we have a range of policies to support the recruitment, development and retention of staff.

The pre-school's policies in respect of personnel are governed by the following:

- The best interests of the children, their welfare, safety, care and development
- The requirements of the Early Years Foundation Stage
- The needs of the children, including maintaining continuity of care
- Compatibility between all members of staff and the building of a good team spirit
- Consideration of the advancement of each member of staff both by internal and external training to help them achieve their maximum potential
- Equal pay for work of equal value
- Compliance with the current legislation including the principles of the Equality Act 2010 and all current legislation governing discrimination.

We will ensure:

- The provision of a person specification and job description for every member of staff prior to an interview
- All interviews will follow our recruitment procedures to ensure safe and fair and non-discriminatory recruitment occurs
- The provision of a statement of terms and conditions and contract for every member of staff in employment (contract to be received on the first day of employment)
- Prior to commencement of employment, the successful applicant shall be provided with an offer letter (conditional on an enhanced Disclosure and Barring Service (DBS) clearance) with the induction procedure and any details of other information relevant for their first day of work
- New members of staff will be provided with copies of all the policies and procedures and we will ensure their understanding and adherence to these over an induction period
- Discrimination or harassment of any member of staff relating to sex, race, sexual orientation, gender, gender reassignment, age, religion or belief and disability will not be acceptable. This includes unwanted verbal or physical third-party harassment by those not employed by the pre-school.

4b. Staff Development and Training

This policy was adopted on	Signed on behalf of the pre-school	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

At **Elsworth Pre-School** we value our staff highly. We believe that personal and professional development is essential for maintaining the delivery of high-quality care and learning for children in their early years. It underpins all aspects of positive interactions and activities planned for children. In the interests of the pre-school, the children, their families and the individual we give every staff member the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children. A comprehensive and targeted programme of professional development ensures practitioners are constantly improving their understanding and practice. High-quality professional supervision is provided, based on individual performance

related targets, consistent and sharply focused observation and evaluations of the impact of staff's practice. We ensure that at least the required percentage of staff are qualified to Level 3 (or equivalent) or above in childcare and education or Early Years Educator. Other staff working at the setting will either be qualified to Level 2 or undertaking training. Where necessary staff will be supported to achieve a suitable level 2 qualification in Maths and English (as defined by the Department for Education on the Early Years Qualifications List) for the completion of the Early Years Educator. We strongly promote continuous professional development and all staff have individual training records and training plans to enhance their skills and expertise, which are based on discussions at supervision meetings and appraisal meetings. We have a training budget which is set annually and reviewed to ensure that the team gain external support and training where needed.

To facilitate the development of staff we:

- Coach, mentor, lead and offer encouragement and support to achieve a high level of morale and motivation
- Promote teamwork through ongoing communication, involvement and a no blame culture to enhance pre-school practice
- Provide opportunities for delegation based on skills and expertise to offer recognition and empower staff
- Encourage staff to contribute ideas for change within the pre-school and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and activity planning
- Encourage staff to further their experience and knowledge by attending relevant external training courses
- Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the pre-school
- Provide regular in-house training relevant to the needs of the pre-school
- Carry out regular supervision meetings (every 3 months) with all staff. These provide opportunities for staff to discuss any issues particularly concerning children's development or well-being including child protection concerns, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Staff appraisals are carried out annually where objectives and action plans for staff are set out, while also identifying training needs according to their individual needs
- Develop a training plan that sets out the aims and intended outcomes of any training, addressing both the qualification and continuous professional development needs of the pre-school and individual staff
- Carry out training need analyses for all individual staff, the team as a whole, and for the Pre-school every six months
- Promote a positive learning culture within the pre-school
- Offer annual team building training
- Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
- Provide inductions to welcome all new staff
- Offer ongoing support and guidance
- Offer varied information sources including membership of local and national organisations, resources, publications and literature to all staff.

4c. Supervisions

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we implement a system of supervision for all of our staff following their induction and probation period. Supervision is part of the pre-school's overall performance management system and promotes a culture of mutual support, teamwork and continuous improvement. It encourages the confidential discussion of sensitive issues including the opportunity for staff and their managers to:

- Discuss any issues – particularly concerning children's development or well-being, including
- child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness
- Develop their own skills in order to progress in their role
- Discuss any concerns relating to changes in personal circumstances that might affect an individual's ability/suitability to work with children.

The frequency of supervision meetings is every 3 months, according to individual needs. A template agenda is used in all meetings to ensure consistency across the pre-school. This clearly sets out who does what and the timeframe, i.e. what the manager is responsible for and what the practitioner needs to do.

There should always be something that a member of staff can discuss, e.g. a particular child's development, strengths or concerns. However, if there are times where staff may be struggling to identify areas to discuss in a supervision we will ask them to identify three things they have enjoyed about their job/done well since the last supervision and one thing they have least enjoyed/requires further improvement. They will be asked to complete this prior to supervision. There may be times when supervision may be increased for members of the team as and when needed, i.e. if they have particular concerns about a child or if they are going through personal circumstances at home, for new starters, staff returning after long-term illness, on request from staff.

It is the responsibility of the manager to plan time to ensure that all staff have supervisions. At **Elsworth Pre-School** supervision is carried out by the manager. All members of staff responsible for carrying out supervisions are trained and supported prior to carrying these out.

Supervision meetings also offer regular opportunities for members of staff to raise any changes in their personal circumstances that may affect their suitability to work with children. This should include any incidents resulting in a reprimand, caution or prosecution by the police, any court orders, changes to their health, or changes to or incidents affecting members of their household that may disqualify that person from working with children, these changes are recorded as a declaration on the individual member of staff's supervision form and appropriate action is taken, where applicable, in line with the safeguarding/child protection and disciplinary procedure. Staff have a responsibility to ensure that they are available for supervision meetings and that the necessary paperwork is complete. Information shared in supervision sessions is confidential. The supervision process will be evaluated yearly and is used as part of the overall performance monitoring system at the pre-school.

4d. Confidentiality

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence. **Legal requirements**

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2017 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the pre-school
- We follow the requirements of the Data Protection Act (DPA) 1998, the Freedom of Information Act 2000 with regard to the storage of data and access to it and the General Data Protection Regulation (GDPR) 2018 **Procedures**

It is our intention to respect the privacy of children and their families and we do so by:

- Storing confidential records in a locked filing cabinet or on the office computer with files that are password protected
- Ensuring staff, student and volunteer inductions include an awareness of the importance of confidentiality and that information about the child and family is not shared outside of the pre-school other than with relevant professionals who need to know that information. It is not shared with friends and family, discussions on the bus or at the local supermarket. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal.
- Students on placement in the pre-school are advised of our confidentiality policy and required to respect it
- Ensuring that all staff, volunteers and students are aware that this information is confidential and only for use within the pre-school and to support the child's best interests with parental permission
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest
- Ensuring all staff are aware that this information is confidential and only for use within the Pre-school setting. If any of this information is requested for whatever reason, the parent's permission will always be sought other than in the circumstances above
- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs
- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions
- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis.

If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality.

All the undertakings above are subject to the paramount commitment of the pre-school, which is to the safety and well-being of the child.

Staff and volunteer information

- All information and records relating to staff will be kept confidentially in a locked cabinet
- Individual staff may request to see their own personal file at any time.

4e. Safe Recruitment of Staff

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we are vigilant in our recruitment procedures aiming to ensure all people working with children are suitable to do so. We follow this procedure each and every time we recruit a new member to join our team. **Legal requirements**

- We abide by all legal requirements relating to safe recruitment set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations
- We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks; and abide by the employer’s responsibilities relating to informing the DBS of any changes to the suitability of their staff, whether this member of staff has left the pre-school or is still under investigation. Please refer to the child protection/safeguarding policy for further information. **Advertising**

- We use reputable newspapers, social media, websites and the local job centre to advertise for any vacancies
- We ensure that all recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced DBS check and at least two independent references for every new employee. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad. **Interview stage**
- We shortlist all suitable candidates against a pre-set specification and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not
- All shortlisted candidates will receive a job description, a person specification and a request for identification prior to the interview
- The manager will decide the most appropriate people for the interview panel. There will be at least two people involved and both are involved in the overall decision making
- At the start of each interview all candidates’ identities will be checked using, for example, their passport and/or photocard driving licence. All candidates will be required to prove they are eligible to work in the UK. The interview will also cover any gaps in the candidate’s employment history
- All candidates reaching the interview stage are questioned using the same set criteria and questions. These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child’s development and their

understanding of the legal frameworks applied to childcare and used in the pre-school. The questions will be value based and will ensure the candidate has the same values as the pre-school with regards to the safety and welfare of the children in their care

- Every shortlisted candidate will be asked to take part in a supervised practical exercise which will involve spending time in a particular age group in the pre-school interacting with the children, staff and where appropriate parents
- The committee and manager will then select the most suitable person for this position based on these scores and their knowledge and understanding of the early year's framework as well as the needs of the pre-school
- Every candidate will receive communication from the pre-school stating whether they have been successful or not. Unsuccessful candidates are offered feedback. **Starting work**
- The successful candidate will be offered the position subject to at least two references from previous employment or, in the case of a newly qualified student, their tutor and a personal or professional reference. These references will be taken up BEFORE employment commences. This may be verbal initially and then followed up with a written reference which will form part of their personnel file
- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked, and copies taken for their personnel files
- The pre-school reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role. Please see the absence management policy for more details about how the pre-school manages health problems including access to medical records
- All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check. This will be initiated before the member of staff commences work in the pre-school and they will not have unsupervised access to any child or their records before this check comes back clear. Further to this, the new starter will not be allowed to take photographs of any child, look at their learning and development log or change the nappy of any child without an up-to-date enhanced DBS check (whether supervised or not)
 - An additional criminals records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad
 - The pre-school will record and retain details about the individual including staff qualifications, identity checks carried out and the vetting process completed. This will include the disclosure and barring service reference number, the date the disclosure was obtained and details of who obtained it. The pre-school will not retain copies of the disclosure itself once the employment decision is taken

There may be occasions when a DBS check is not clear, but the individual is still suitable to work with children. This will be treated on an individual case basis and at the manager's/owner's discretion taking into account the following:

- seriousness of the offence or other information
- accuracy of the person's self-disclosure on the application form
- nature of the appointment including levels of supervision
- age of the individual at the time of the offence or other information
- the length of time that has elapsed since the offence or other information
- relevance of the offence or information to working or being in regular contact with children.

- If the individual has registered on the DBS system since 17 July 2013, managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS check

- New starters are required to sign (either application form, contract or separate form) to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so
- All new members of staff will undergo an intensive induction period during which time they will read and discuss the pre-school policies and procedures and the deputy manager will introduce them to the way in which the pre-school operates
- During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding Children/Child Protection policy and procedure, emergency evacuation procedures, equality policy and health and safety issues
- The new member of staff will have regular meetings with the manager and their mentor during their induction period to discuss their progress.

Ongoing support and checks

- All staff are responsible for notifying the manager in person if any there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked through an annual 'staff suitability questionnaire'). This includes any incidents occurring outside the pre-school or involving people they live in a household with. Staff will face disciplinary action should they fail to notify the manager **immediately**
- The pre-school manager will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. This may include requiring the individual to obtain a waiver from Ofsted in relation to any disqualification. Please see the Disciplinary Policy for further details
- Every member of staff will have a formal appraisal annually as well as supervisions throughout the year.
- The manager and deputy will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations and constructive feedback
- The pre-school will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.

4f. Suitability of Staff

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we are committed to ensuring that all staff, including students and volunteers are suitable to work with or be in regular contact with children. We have systems in place to ensure that this includes making a decision about suitability, as part of the recruitment process and monitoring continued suitability, as part of regular staff or student supervision. The manager and committee is responsible for ensuring that all staff and students have an enhanced check with the Disclosure and Barring Service (DBS), and that the results of such a check are assessed as part of a decision on suitability. Where possible staff will have the checks completed

prior to starting employment. However, if there are delays in checks coming through, as a last resort staff may work in the pre-school before these checks are completed as long as they are supervised at all times by staff who already hold an enhanced check and the check has been applied for.

All pre-school staff will be informed of any staff awaiting enhanced DBS clearance.

Staff awaiting these checks will **never**:

- Be left unsupervised whilst caring for children
- Take children for toilet visits
- Change nappies
- Be left alone in a room or outside with children
- Administer medication
- Administer first aid
- Take photographs of any children
- Be involved in looking at a child's learning and development log, but can contribute to it
- Have access to children's personal details and records.

While adhering to the above list, we recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and we support them in participating fully in every other aspect of the pre-school day.

We recognise that the enhanced DBS disclosure is only one part of a suitability decision and management will ensure every individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the pre-school. We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.

All students will also receive an interview to ensure they are suitable for the pre-school and an induction process to ensure they fully understand and are able to implement the pre-school procedures, working practices and values. All students will be fully supervised to ensure they receive the appropriate support, training and information they may require.

4g. Staff Working with Their Own Children/Close Relation

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

At **Elsworth Pre-School** we understand the potential stresses of working in the same environment as your child or a close relation. We wish to support all employees in this position and request the member of staff meet with the pre-school manager and committee chair, where appropriate, to discuss the needs of all parties. We believe our staff should remain neutral and treat all children with the same regard. It is generally not appropriate for staff to care for their own children or those of a close relative whilst working in the pre-school.

However, we recognise that this may not always be possible. We will also try to accommodate the wishes of any staff member with a child or close relative in the pre-school and come to an agreement which suits us all. This agreement is based on the following principles:

- Where staff work with their child or close relation, there is an agreed set of guidelines between the pre-school and the member of staff setting out the expectations of working with their child/close relation. These include a clear statement that during their time at pre-school the child is in the care of the pre-school and it is the pre-school that retains responsibility for the child and their care
- Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager and member of staff will reassess the situation
- Staff caring for another staff member's child will treat them as they would any other parent/child. No special treatment will be offered to any child or parent who has connections with the pre-school.

Where the manager assesses that the agreement is not working and/or there is an impact on the care of the children in the room because of the staff member's relationship with their child or close relation:

- The manager will consider moving the staff member and not the child. This will enable the child to be in the appropriate age/stage group and to continue to forge consistent relationships with other children in this group
- Where the staff member is in another room, there will be an agreement between the staff member, manager and room leader about contact with the child during the pre-school day.

4h. Students

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
01.04.2022	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

At **Elsworth Pre-School** we are committed to sharing good practice with those wishing to pursue a career in childcare. We welcome students to join our staff team and gain work experience within our pre-school. We will accept **2** student(s) at a time as more students than this places undue pressure on staff. We do, however, accept occasional placements when research or studies are being carried out that will be of benefit to childcare.

We will only offer placements to students who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements only after discussions with the appropriate tutors and the establishment of close links with the college, training provider or school.

We expect all students to visit the pre-school for an interview, followed by their student induction and pre-school tour. At this time, students will have the opportunity to read and discuss relevant health and safety policies, receive a copy of the Student Handbook and sign their contract in readiness for their first day.

Our policy for those on placements is as follows:

- All students will have an enhanced Disclosure and Barring Service (DBS) check before their placement begins
- All students are assigned to a senior member of staff who will supervise their work and explain the health, safety and fire requirements of the pre-school
- Students will be supervised at all times by the member of staff assigned to them and will not be left alone with the children.
- Students will be supported to understand pre-school policies and procedures
- We require students to keep to our confidentiality policy
- It is expected that during the student's placement, their tutor will visit the pre-school or have verbal communication with the Student Co-ordinator to receive feedback about the student's progress

- Students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance. Staff will respect individual students' needs and abilities
- An accurate evaluation of ability and performance for both students and training providers will be provided, and the pre-school will support students who are experiencing difficulties with action plans if needed
- To maintain parent partnerships, parents will be informed when students are present in the pre-school e.g. via the parent noticeboard. Wherever possible this will be accompanied by a recent photograph of the student
- All students on placement must adhere to the same codes of conduct as permanent staff including timekeeping and dress codes
- All students are encouraged to contribute fully to the pre-school routine and to spend some time in every area.

In some cases, we may include students on long term placements (aged 17 and over) and staff working as apprentices in early education (aged 16 and over) in our staff: child ratios. This will be the discretion of the manager and only will only occur when the manager is satisfied the student/apprentice is competent and responsible.

4i. Young Worker Policy

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we support young workers and apprentices as we foster and shape the workforce of the future. At times there may be students on placement within the pre-school. The EYFS (2017) sets out the requirements for young people working in a setting and we will adhere to these requirements at all times.

Any student aged 17 or over who is attending our setting on a long-term placement e.g. for 2 year(s) or more will be monitored and assessed to determine their competence levels. If we believe that they are demonstrating the high levels of competence and responsibility, we expect from our staff then we may consider including them in our staff ratios.

Apprentices aged 16 and over who is attending our setting on a long-term placement and undertaking early education training, will be monitored and assessed to determine their competence levels. If we believe that they are demonstrating the high levels of competence and responsibility, we expect from our staff then we may consider including them in our staff ratios.

Any young person in the setting under the age of 18 is considered a child by law, therefore we will be vigilant towards their safety and well-being. We will provide each young person with a mentor/buddy within the setting that can support their well-being. Any safeguarding concerns will be dealt with according to our safeguarding policies procedures.

Within our pre-school we expect our young staff to:

- Read, understand and adhere to all policies
- Take part in our ongoing staff suitability procedures. Declare any reasons why their suitability to work with children may change during their placement
- Share any safeguarding concerns they may have with their buddy/mentor or the

- safeguarding officer
- Maintain a high standard of work, behaviour, appearance and attendance whilst with the pre-school
- Undertake a full induction conducted by the pre-school
- Access training as required by the management
- If studying whilst with the setting, undertake all tasks required by the tutor to keep up to date with the course. If your coursework falls behind at any point your placement in the setting will be at risk
- Ensure that the pre-school environment is safe and secure for all children at all times and report any issues as they arise
- Help with the day to day running of the pre-school by undertaking tasks as determined by management
- Take part in staff meetings and all staff training as required by the pre-school.

4j. Volunteers

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we recognise the immense benefits that volunteers bring to the setting. In return we hope to give volunteers an opportunity to share their skills in a different environment and to undertake new experiences.

Status of volunteers

A volunteer is not an employee and will not have a contract of employment with the pre-school. We will, however, insist that the volunteer follows all pre-school procedures in the same manner as a paid employee to ensure consistency, safety and quality of care and early learning for the children. Volunteers will be supervised at all times.

Enhanced Disclosure and Barring Service (DBS) check

All volunteers will have suitability checks conducted in the same way as paid employees. This will include an enhanced DBS check. These checks will be conducted before any volunteer starts their time within the pre-school and will also include two written references. **Training**

Volunteers will be offered training and/or support as appropriate. We will provide any training and support required for the role, including child protection and health and safety training. The purpose of this is to enable the volunteer to be supported and enhance their development in their voluntary role within our team.

Policies and procedures

Volunteers are expected to comply with all the pre-school's policies and procedures. The volunteer's induction process will include an explanation of this.

Confidentiality

Volunteers should not disclose information about the pre-school, staff, children and families as stated in the confidentiality policy and should follow the pre-school confidentiality procedure at all times.

4k. Absence Management Procedure

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we encourage all our employees to maximise their attendance at work while recognising that employees will, from time to time, be unable to come to work due to sickness. By implementing this policy, we aim to strike a reasonable balance between the pursuit of our business needs and the genuine needs of employees to take occasional periods of time off work because of sickness. This policy and procedure establish a framework to support individuals and the organisation in times of sickness absence. It ensures that appropriate and consistent advice is provided, and that assistance and support is offered to employees and, where necessary, action is taken. **Principles**

We aim to provide a healthy working environment and demonstrate commitment to health, safety and the welfare of staff in order to maximise attendance.

Management is responsible for regularly monitoring and taking appropriate action in connection with sickness and other unplanned absence.

Exclusion periods for contagious illnesses

Working with children means that you are in contact with illnesses which can be highly contagious. We take the health of children and staff very seriously; therefore, if you have any contagious illness you must adhere to the same exclusion periods as children. This will ensure that you are able to recover appropriately, and that this illness is not passed on to other staff, children or parents. The manager will advise you of any exclusion times required (see the sickness and illness and infection control policies).

Sickness absence reporting procedure

Reporting sickness absence should be done using the following guidelines. Failure to follow these guidelines could delay any sick pay due to you and could possibly result in disciplinary action.

1. On your first day of absence, you must:

- Telephone the pre-school manager by 7am
- Give brief details of your illness and your expected length of absence.
- Telephone and speak to someone yourself. Text message and emails are not an acceptable form of communication for this purpose.

2. If you are unable to return to work the following day you must contact the pre-school by 3pm

3. For absences of more than seven consecutive days, you must provide a 'fit note' completed by a qualified medical practitioner for the period of absence.

4. After returning to work from any sickness absence leave, a 'return to work' interview may be undertaken by the employee and manager. This will not happen in all circumstances, and we

may hold such meetings at our discretion. However, such meetings will normally be held in the following circumstances:

- Where the absence has exceeded 14 days
- Where the nature of the illness means that duties on return to work may need to be altered and clarification and/or consultation is required
- Where a member of staff has had two or more absences in 12 weeks.

During the return to work interview the following will be discussed:

- The reason for absence
- Whether adjustments to the role (on a temporary or more permanent basis) are required and what they are. These might include adjusted work patterns, start and finish times and changes of duties
- Future requirements and expectations, e.g. improved attendance
- The return to work interview should be recorded and signed by both the manager and employee and a copy attached to the employee's file.

Where an employee's attendance record gives cause for concern because of the duration or frequency of absence, this should be brought to the attention of the employee through a discussion with the manager.

Throughout any stage of discussions on sickness absence, employees may be accompanied by a work colleague. The abuse of sick leave and pay regulations may be classified as misconduct and will be dealt with through the disciplinary procedure.

Frequent and/or persistent short-term sickness absence

Short-term absence may be short periods of one or two days occurring frequently.

Absence of this nature can be identified by one of the following indicators and should be classed as a trigger:

- Four self-certified spells of absence in one calendar year
- A total of 10 working days or more of self-certified absence in one calendar year
- Patterns of absence over a period, e.g. an individual regularly taking Mondays or Fridays off
- Where an employee's attendance record is significantly worse than those of comparable employees, or absence problems have gone on for a considerable length of time.

Long-term sickness absence

For the purposes of the policy, long-term sickness absence is defined by the pre-school as absences lasting over one month.

Where absences have lasted over 10 working days or more, the manager should contact the member of staff concerned to obtain an initial assessment of the problem and to offer any further help or assistance. At this point and where felt appropriate after further assessment of the problem, the manager will arrange a face-to-face meeting or telephone conference between themselves and the member of staff. The meeting should:

- Seek to confirm the reasons and nature of the absence and its likely duration
- Ensure that the member of staff is aware of the pre-school's concern regarding their health and necessary absence from work
- Consider offering alternative duties or a shorter working week if this would enable a quicker return to work subject to medical advice
- Give consideration to any personal problems being encountered and discuss possible ways of helping the individual resolve these
- Advise the member of staff that in their best interests they may be asked to see a registered medical practitioner or occupational health provider appointed by the pre-school to enable a medical report to be prepared

- Alternatively, and if appropriate, gain agreement from the member of staff to contact their doctor or specialist in order to establish the likely length of absence and the long-term effect on capability in relation to job performance and attendance at work.

If all other avenues have been investigated, the absence continues or, following return to work, the attendance record does not improve, a subsequent meeting should be arranged. At this point, unless there are reasonable grounds to believe there will be an improvement in the foreseeable future, the manager after consulting the committee should inform the member of staff that longterm sickness absence due to ill health may put their employment at risk and the possibility of termination by reason of capability or suitability to work with children might have to be considered, taking into account any medical information available.

The position will be reviewed periodically and ultimately it may become necessary from a business perspective to consider termination of employment. In these circumstances, the pre-school will:

- Review the employee's absence record to assess whether or not it is sufficient to justify dismissal
- Consult the employee
- Obtain up-to-date medical advice through occupational health
- Advise the employee in writing as soon as it is established that termination of employment has become a possibility
- Meet with the employee to discuss the options and consider the employee's views on continuing employment
- Review if there are any other jobs that the employee could do prior to taking any decision on whether or not to dismiss
- Allow a right of appeal against any decision to dismiss the employee on grounds of longterm ill health
- Arrange a further meeting with the employee to determine any appeal • Following this meeting, inform the employee of its final decision
- Act reasonably towards the employee at all times.

Any decision to terminate employment will be taken by the committee, making sure the capability procedure has been exhausted.

Occupational health

The pre-school reserves the right to request employees to attend an appointment with an Occupational Health Advisor (e.g. consultant, GP) during their employment, if it is reasonably deemed necessary due to sickness absence, changes in health or the role, or where it is necessary to seek an expert medical opinion as to whether or not the employee can fulfil their job role or whether any reasonable adjustments should be made to the employee's role.

The pre-school will seek to engage the services of an independent Occupational Health Advisor in situations where expert medical opinion is required and work with them to identify the best course of action in circumstances of sickness absence.

Access to medical records

The Access to Medical Records Act 1988 gives individuals the right of access to medical records relating to themselves which have been prepared by a medical practitioner for employment purposes. The Act provides that:

- Employers must gain the consent of employees before requesting reports from medical practitioners
- Employers must inform employees of their rights in respect of medical reports
- The employee has the right of access to the report before the employer sees it, provided appropriate notification is given

- The employer is responsible for notifying the medical practitioner that the employee wishes to have access
- The employee may ask for a report to be amended or may attach a statement to the report
- Having seen the report, the employee may wish to withhold consent to it being supplied.

Where the pre-school requests further medical information about the health of staff from an individual's General Practitioner or Specialist, or its own occupational health provider, the provisions of the Act will be followed.

Throughout any interviews regarding sickness absence, staff are entitled to the support of and/or representation by a work colleague or recognised trade union representative.

Sick Pay

After the first 3 months of service and in any twelve-month period, you will be entitled to up to a maximum of 4 weeks' (28 days) sick pay which will be based on your normal salary subject to you complying with the provisions of this clause relating to sickness absence. This is pro-rata in your year of joining. Sick pay is inclusive of Statutory Sick Pay (SSP)

Serious illness/injury of an employee's immediate family

This will be looked at on an individual basis and your manager will agree with you a reasonable period of paid leave time initially, with additional unpaid leave if a significant amount of time off is required. You need to also consider working flexibly i.e. making adjustments to the length of the working day, changes in hours/days worked etc.

Death of a member of an employee's immediate family

This leave applies on the death of an employee's spouse, life partner, parent, brother, sister, grandparent, dependent or other relative for whom the employee has special responsibility or has had special ties. Generally, the amount of time off required will be at the manager's discretion and will depend on individual circumstances but up to **one weeks** paid leave would be considered.

4I. Grievance Procedure

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

At **Elsworth Pre-School** we follow our legal obligations as an employer at all times including hearing and investigating grievances. We have a policy and procedures that set out our process.

Legal obligations

Our obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures. This code of practice was introduced in April 2009 and updated in 2015. A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website www.acas.org.uk

We note that a failure to follow the code does not, in itself, make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any

compensation award payable to be increased by up to 25%, or reduced by 25% if the employee does not comply.

Objectives and guiding principles

We recognise that an employee needs to feel that his or her grievance has been fully investigated and has received a fair hearing. The employee also needs to understand the reasons for the decision made by the manager who heard their grievance. The employee should then be given the opportunity to appeal against the decision. Their appeal should be submitted in writing and should be investigated and heard by someone more senior to the person who heard the initial grievance. The person allocated to hear the employee's appeal should be able to take a fresh and independent look at the issue. In our organisation the individual's immediate line manager deals with the grievance initially separately before being passed on to the pre-school chairperson. The use of mediation to resolve grievances, in an attempt to maintain a good working relationship and resolve issues within the workplace. We may decide to use such mediation where appropriate using ACAS support and guidance. Our grievance procedure does not form part of any employees' contract of employment. It may be amended at any time and we may depart from it depending on the circumstances of any case.

This procedure applies to all employees regardless of length of service.

Our pre-school believes that all employees should be treated fairly and with respect. We encourage all employees to try to resolve any grievance with the individual concerned on an informal basis, as most grievances can be resolved quickly through discussion. Your manager will assist you with this if you feel this is the best route for you. If this does not resolve the problem, you should initiate the formal process below.

Grievance process Stage 1 Making your grievance

- You should put your grievance in writing and forward it to your manager
- This written statement will form the basis of any investigations and the subsequent hearing, so it is important that you set out clearly the nature of your grievance and any dates and names of individuals involved. You should also indicate the outcome that you are seeking. If your grievance is unclear, you may be asked to clarify your complaint before any meeting takes place
- If your complaint relates to an issue with your manager, the grievance may be sent to the Committee chairperson
- Before proceeding to a full grievance hearing, it may be necessary to carry out investigations of any allegations made by you. If any evidence is gathered in the course of these investigations, you will be given a copy long enough in advance of the hearing for you to consider your response. In exceptional circumstances, the evidence given by individuals may have to remain confidential. Where confidentiality is necessary, this will be explained to you and an appropriate summary of the evidence gathered will be given to you.

Stage 2 The grievance hearing

The hearing will be held as soon as is reasonably possible following any investigations, and within **five** working days of the receipt of your written complaint. It will be conducted by your manager. You are entitled to bring a companion to the grievance meeting if you make a reasonable request to do so. This request must be in advance of the meeting and you should tell us the name of your chosen companion. The companion may either be a trade union representative or a work colleague. You should ensure that you attend the meeting where possible. If you are unable to attend because of circumstances beyond your control, you should inform your manager as soon as possible and a further meeting will be re-arranged as soon as possible. If you fail to attend without explanation, or if it appears that you have not made sufficient attempts to attend, the hearing may take place in your absence.

During the hearing you will be given the opportunity to explain your complaint. Your explanations should focus on the complaint and not on irrelevant issues. The manager conducting the hearing

will inform you if they believe the key issues are not being focused on. They may also set a reasonable timeframe for the meeting; this will be determined by the nature and complexity of your complaint.

The hearing may be adjourned to allow further investigations to take place. Following the meeting, you will be informed in writing of the outcome within **five** working days, where reasonably practicable, and told of any action that the pre-school proposes to take as a result of your complaint, if applicable. If it is anticipated that further investigation is required and therefore the outcome cannot be provided within this timeframe, we will inform you as to when you can expect to receive the outcome.

[N.B. However, if another employee has been disciplined as a result of the grievance, you should not inform the employee who raised the grievance as this information is confidential between you as the employer and the other employee.]

If you are dissatisfied with the outcome, you may make a formal appeal in writing to the pre-school chairperson, stating your full grounds of appeal, within **five** working days of the date on which the decision was sent or given to you.

Stage 3

We will hold an appeal meeting within 14 working days of receiving the appeal, where reasonably practicable. This will be dealt with impartially by a more senior manager who has not previously been involved in the case. You will have the right to bring a companion, as explained above. We will confirm our final decision in writing, usually within seven working days of the appeal hearing, where reasonably practicable. There is no further right of appeal.

Grievances linked to disciplinary matters

Complaints that you may have about any disciplinary action taken against you should be dealt with as an appeal under the disciplinary procedure. Grievances raised while you are subject to disciplinary proceedings will usually be heard when the disciplinary process has been completed. If a grievance has any bearing on the disciplinary proceedings, it will be dealt with as part of the disciplinary hearing or disciplinary appeal, as appropriate.

4m. Disciplinary Procedure

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we follow our legal obligations as an employer at all times including dealing with any disciplinary matter in a fair and consistent manner. We have a policy and procedure that set out our process.

Legal obligations

Our legal obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures. This code of practice was introduced in April 2009 and updated in 2015. A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website www.acas.org.uk

We note that a failure to follow the code does not, in itself, make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any

compensation award payable to be increased by up to 25% or reduced by 25% if the employee does not comply.

Objectives and guiding principles

The objective of this procedure is to set out the standards of conduct expected of all staff and to provide a framework within which our managers can work with employees to maintain satisfactory standards of conduct and to encourage improvement where necessary.

It is our policy to ensure that any disciplinary matter is dealt with fairly and consistently. We will take the necessary steps to establish the facts and to give employees the opportunity to respond before taking any formal action. This procedure does not form part of any employee's contract of employment and it may be amended at any time. We may also vary this procedure, including any time limits, as appropriate in any case. The procedure applies to all employees regardless of length of service. Minor conduct issues can often be resolved informally between the employee and their manager. These discussions should be held in private and without undue delay whenever there is a cause for concern. Where appropriate a note of any such discussions may be held on the employee's personnel file but will be ignored for the purpose of future disciplinary issues.

Formal steps will be taken under this procedure if the matter is not resolved, or if informal discussion is not appropriate (due to the serious nature of the allegation against you). The employee will not normally be dismissed for a first act of misconduct, unless we decide it amounts to gross misconduct or the employee has not yet completed their probationary period.

The procedure

Our aim is to deal with disciplinary matters sensitively and fairly. All employees must treat all information in connection with the disciplinary procedure and its investigation as confidential. Where there has been a serious allegation of misconduct or gross misconduct and/or there are serious concerns regarding the employee's capability, we aim to establish the facts quickly and no disciplinary action will be taken until the matter has been fully investigated. The employee will be informed if a formal complaint is made against them, and if necessary, they may be suspended on full pay pending the outcome of the investigation and disciplinary procedure. **Stage 1:**

Investigation

- We will investigate any allegations/concerns quickly and thoroughly to establish whether a disciplinary hearing should be held
- The purpose of the investigation is to establish a balanced view of the facts relating to the allegations against the employee. The amount of investigation will depend on the nature of the allegations and will vary from case to case. It may involve interviewing and taking statements from the employee and any witnesses, and/or reviewing relevant documents
- Investigation interviews are solely for the purpose of fact finding and no decision on the disciplinary procedure will be taken until after the disciplinary hearing
- The employee is not normally allowed to bring a companion to an investigatory interview. However, we may allow them to bring a work colleague or trade union representative in exceptional circumstances and if the employee wishes to be accompanied they should contact **the chairperson** to discuss the reasons for their request
- If the investigations lead us to reasonably believe there are grounds for disciplinary action, we will write to the employee outlining the allegations against them, the basis of the allegations and the potential consequences. The employee will be invited to a disciplinary hearing to discuss the matter. They will be sent any copies of evidence which may be referred to in the hearing (e.g. witness statements, or a summary of the statements if the witness's identity is to remain confidential, and minutes of meetings).

Suspension

•If we believe that you may be guilty of misconduct, which we consider (at our absolute discretion) to be serious misconduct, where relationships have broken down, or where we have

any grounds to consider that our property or responsibilities to other parties are at risk, or where we consider in our absolute discretion that your continued presence at the Company's premises would hinder an investigation, we will be entitled to suspend you on full pay

- Any such suspension will normally last only as long as required to enable an investigation into the circumstances giving rise to such belief of serious misconduct to be carried out and any disciplinary hearing to be convened

- Any such period of suspension is not a punishment, nor considered as disciplinary action against you, nor does it imply that any decision has been taken about your case. **Stage 2: Invite to disciplinary hearing**

- We will hold the disciplinary meeting to discuss the allegations. The employee will have the right to bring a companion to the meeting and a companion may be a work colleague or trade union representative. The employee must inform us prior to the meeting who their chosen companion is. If their companion is unreasonable, for example, there may be a conflict of interest, we may require the employee to choose someone else

- If the employee or their companion is unable to attend the meeting the employee should inform us immediately and we will arrange an alternative time and date. The employee must make every effort to attend the meeting and failure to do so without good cause may be treated as misconduct in itself. **Disciplinary hearing**

- During the meeting we will go through the allegations against the employee and the evidence that has been collated. The employee will be able to state their case and call relevant witnesses (provided the employee gives advance notice and we agree to their attendance) to support the case

- We may adjourn the disciplinary meeting if we need to carry out further investigations and the employee will be given reasonable opportunity to consider new information

- The employee will be notified of the decision in writing, usually within **seven** working days of the hearing

- If the employee persistently fails to reply to invitations, or persistently fails to attend the arranged hearing without good cause, it may be carried out in their absence and they will be notified of the decision in writing. The employee will retain the right to appeal.

Appeal

- The employee will be given the opportunity to appeal the decision. If they wish to appeal, the employee should state their full grounds in writing and the letter should be sent to **the chairperson** within five working days from the date the decision was communicated to them
- The appeal meeting will be conducted impartially by a committee member, where possible, who has not previously been involved in the case
- The employee will be able to bring a companion to the meeting and the companion may be a work colleague or trade union representative (as stated above)
- We may adjourn the appeal hearing if further investigations need to be carried out and the employee will be given reasonable opportunity to consider any new information before the hearing is reconvened
- We will inform the employee in writing of our final decision as soon as possible, usually within **five** working days of the appeal hearing.

There is no legal right to appeal beyond this stage.

Disciplinary penalties

In the first instance, where less serious offences are concerned, we are most likely to give the employee a verbal warning. This warning will be recorded, and a copy maintained in the employee's personnel file with a time scale for improvement or to not re-offend.

The usual penalties for misconduct are set out below. No penalty should be imposed without a hearing. We aim to treat all employees fairly and consistently, and a penalty imposed on another

employee for similar misconduct will usually be taken into account but should not be treated as a precedent. Each case will be assessed on its own merits.

The employee will not normally be dismissed for a first act of misconduct, unless we decide it amounts to gross misconduct or the employee has not yet completed their probationary period.

First written warning

A first written warning may be authorised by the manager or chairperson. It will usually be appropriate for a first act of misconduct where there are no other active written warnings on the employee disciplinary record.

Final written warning

A final written warning may be authorised by the manager or chairperson. It will usually be appropriate for:

- a. misconduct where there is already an active written warning on the employee record,
- b. misconduct that we consider is sufficiently serious, to warrant a final written warning even though there are no active warnings on the employee record.

Dismissal

Dismissal may be authorised by the chairperson. It will usually only be appropriate for:

- a) any misconduct during the employee probationary period;
- b) further misconduct where there is an active final written warning on the employee record; or
- c) any gross misconduct regardless of whether there are active warnings on the employee record.

Gross misconduct will usually result in immediate dismissal without notice or payment in lieu of notice (summary dismissal). Examples of gross misconduct are set out below.

Levels of authority

Pre-School Manager (including officer in charge) have the authority to suspend an employee pending investigation. Only the officer in charge and higher management has the authority to dismiss an employee as set out above.

Gross misconduct

In the case of gross misconduct, the pre-school reserves the right to dismiss an employee without notice (or payment in lieu of notice) if, after investigation and a hearing, the management are satisfied that there is sufficient justification for so doing.

Duration of warnings

Under normal circumstances warnings will be valid for the following time periods, although these may vary according to the nature of the occurrence and may therefore be determined by mutual agreement at the time of issue:

- Verbal warning - six months
- First written warning - six months
- Final written warning - 12 months.

On expiry, warnings will be disregarded for future disciplinary purposes.

Alternatives to dismissal

In some cases, we may, at our discretion, consider alternatives to dismissal. These may be authorised by the manager and chairperson and will usually be accompanied by a final written warning. Examples include:

- Demotion
- A period of suspension without pay
- Loss of seniority
- Loss of overtime.

Examples of gross misconduct

Examples of what would constitute a gross misconduct offence include:

- Failure to inform the employer of a disqualification

- Theft or the unauthorised possession of property belonging to the pre-school, its employees or customers
- Assault on any employee or persons associated with the pre-school
- Breach of confidence i.e. the divulging of confidential information relating to the pre-school, its employees or clients
- Dishonesty, including the use of any funds, expenses or allowances for any other purpose than that for which they have been delegated by the pre-school
- Being under the influence of drugs or alcohol whilst on duty
- Serious or persistent breaches of safety rules
- Fraud including falsification of work records and expense claims
- Signing/clocking in or out for another employee
- Physical assault or abuse towards a child e.g. hitting a child in chastisement or harsh disciplinary actions
- Discrimination/harassment in any way against a person
- Persistent failure to follow pre-school documentary systems and procedures
- Unauthorised absence from work/unacceptable attendance levels
- Obscene language or other offensive behaviour
- Negligence in the performance of the employee duties.

Further behaviour that could constitute gross misconduct is not limited by the above list.

Examples of misconduct

Examples of what would constitute a misconduct offence include:

- Minor breaches of our policies including the Sickness Absence Policy, Mobile Phone, Smartwatches and Social Networking Policy, and Health and Safety Policy
- Minor breaches of the employee contract
- Damage to, or unauthorised use of, our property
- Poor timekeeping
- Time-wasting
- Refusal to follow instructions
- Excessive use of our telephones for personal calls • Excessive personal email or internet usage
- Smoking in no smoking areas.

Section 5: Best Practice

5a. Accidents and First Aid

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

At **Elsworth Pre-School** we aim to protect children at all times. We recognise that accidents or incidents may sometimes occur. We follow this policy and procedure to ensure all parties are supported and cared for when accidents or incidents happen; and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Accidents

Location of accident files: **Office**

- The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses. They must record it on an Accident Form and in more serious cases, provide a statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered. Parents must be shown the Accident Report, informed of any first aid treatment given and asked to sign it on the same day, or as soon as reasonably practicable after
- The pre-school manager reviews the accident forms termly for patterns, e.g. one child having a repeated number of accidents, a particular area in the pre-school or a particular time of the day when most accidents happen. Any patterns will be investigated by the preschool manager and all necessary steps to reduce risks are put in place
- The pre-school manager will report serious accidents to the registered person for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))
- The Accident File will be kept for at least 21 years and three months
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately
- Where medical treatment is required the manager will follow the insurance company procedures, which may involve informing them in writing of the accident
- The pre-school manager/registered provider will report any accidents of a serious nature to Ofsted and the local authority children's social care team (as the local child protection agency), where necessary. Where relevant such accidents will also be reported to the local authority environmental health department or the Health and Safety Executive and their advice followed. Notification must be made as soon as is reasonably practical, but in any event within 14 days of the incident occurring.

Organisation Contact

Ofsted 0300 123 1231

Local authority children's social care team 0345 045 5203

Local authority environmental health

department 01480

388302

Health and Safety Executive 03333215006

RIDDOR report form <http://www.hse.gov.uk/riddor/report.htm>

Transporting children to hospital procedure The

pre-school manager/staff member must:

- Call for an ambulance immediately if the injury is severe. DO NOT attempt to transport the sick child in your own vehicle
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter

- Redeploy staff if necessary, to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the management team immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

First aid

The first aid boxes are located in: **In kitchen and on top of tall shelves near toilets** These are accessible at all times with appropriate content for use with children.

The appointed person responsible for first aid is Fiona Mcarthy will check the contents of the boxes monthly and replaces items that have been used or are out of date. First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages and eye pads. No other medical items, such as paracetamol should be kept in them.

The appointed person(s) responsible for first aid is Sophie Mills

All of the staff are trained in paediatric first aid and this training is updated every three years. All first aid trained staff are listed on the staff board. When children are taken on an outing away from our pre-school, we will always ensure they are accompanied by at least one member of staff who is trained in first aid. A first aid kit is taken on all outings.

Personal protective equipment (PPE)

The pre-school provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for domestic tasks. Staff are consulted when choosing PPE to ensure all allergies and individual needs are supported and this is evaluated on an ongoing basis.

Dealing with blood

We may not be aware that any child attending the pre-school has a condition that may be transmitted via blood. Any staff member dealing with blood must:

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood.
- Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted Milton (as per instructions on the container). Such solutions must be carefully disposed of immediately after use.

Needle punctures and sharps injury

We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste. If a needle is found the local authority must be contacted to deal with its disposal.

At **Elsworth Pre-School** we treat our responsibilities and obligations in respect of health and safety as a priority and we provide ongoing training to all members of staff which reflects best practice and is in line with current health and safety legislation.

5b. Immunisations

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we expect that children are vaccinated in accordance with the government's health policy and their age. We ask that parents inform us if their children are not vaccinated so that we can manage any risks to their own child or other children/staff/parents in the best way possible. The pre-school manager must be aware of any children who are not vaccinated within the pre-school in accordance with their age. We make all parents aware that some children in the pre-school may not be vaccinated, due to their age, medical reasons or parental choice. Our pre-school does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had immunisations and ask parents to sign a disclaimer. We record, or encourage parents to record, information about immunisations on children's registration documents and we update this information as and when necessary, including when the child reaches the age for the appropriate immunisations.

Staff vaccinations policy

It is the responsibility of all staff to ensure they keep up to date with their vaccinations, as recommended by the NHS vaccination schedule and keep the pre-school informed.

If a member of staff is unsure as to whether they are up to date, then we recommend that they visit their GP or practice nurse for their own good health.

Emergency information

We keep emergency information for every child and update it every six months with regular reminders to parents in newsletters, at parents' evenings and a reminder notice on the Parent Information Board.

5c. Allergies and Allergic Reactions

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we are aware that children may have or develop an allergy resulting in an allergic reaction. Our aims are to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

Our procedures

- Our staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis
- We ask parents to share all information about allergic reactions and allergies on child's registration form and to inform staff of any allergies discovered after registration
- We share all information with all staff and keep an allergy list on the kitchen display board

- Where a child has a known allergy, the manager will carry out a full Allergy Risk Assessment Procedure with the parent prior to the child starting the pre-school and shares this assessment with all staff
 - All food prepared for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts
 - The manager and parents will work together to ensure a child with specific food allergies receives no food at pre-school that may harm them.
 - Seating will be monitored for children with allergies. Where deemed appropriate, staff will sit with children who have allergies and where age/stage appropriate staff will discuss food allergies and the potential risks
 - If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a first aid trained member of staff will act quickly and administer the appropriate treatment, where necessary.
 - We will inform parents and record the information
 - If an allergic reaction requires specialist treatment, e.g. an EpiPen, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child.
- Transporting children to hospital procedures** The manager/staff member must:
- Call for an ambulance immediately if the allergic reaction is severe. DO NOT attempt to transport the sick child in your own vehicle
 - Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital
 - Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
 - Redeploy staff if necessary, to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
 - Inform a member of the management team immediately
 - Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

5d. Sun Care

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

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

- 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 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.

5e. Early Learning Opportunities Statement

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

At **Elsworth Pre-School** we recognise that children learn in different ways and at different rates and plan for this accordingly. Our aim is to support all children attending the pre-school to attain their maximum potential within their individual capabilities. We provide a positive play environment for every child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity. We maintain a personalised record of every child's development, showing their abilities, progress, interests and areas needing further staff or parental assistance. For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin year.

We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of all children. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve. We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children’s learning and development holistically through play-based activities. We review all aspects of

learning and development and ensure a flexible approach is maintained, which responds quickly to children’s learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children’s needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

Direct observation is supplemented by a range of other evidence to evaluate the impact that practitioners have on the progress children make in their learning including:

- evidence of assessment that includes the progress of different groups of children:
 - assessment on entry, including parental contributions
 - two-year-old progress checks (where applicable)
 - on-going (formative) assessments, including any parental contributions
 - summative assessment when children leave.

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend children’s learning both within the pre-school environment and in the child’s home. We share information about the EYFS curriculum with parents and signpost them to further support via the following websites:

www.foundationyears.org.uk/

www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-yearsfoundationstage-eyfs

5f. Settling In

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

At **Elsworth Pre-School** we aim to support parents and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of every child and their families. Our aim is for children to feel safe, stimulated and happy in the pre-school and to feel secure and comfortable with all staff. We also want parents to have confidence in both their children's continued well-being and their role as active partners, with the child being able to benefit from what the pre-school has to offer. All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling into the pre-school. Our pre-school will work in partnership with parents to settle their child into the pre-school environment by:

- Allocating a key person to each child and his/her family, before he/she starts to attend. The key person will visit the child at home prior to the child’s first day at pre-school, welcome and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the pre-school, to ensure the family has a familiar contact person to assist with the settling in process
- Providing parents with relevant information about the policies and procedures of the preschool

- Encouraging parents and children to visit the pre-school during the weeks before an admission is planned and arranging home visits where applicable
- Planning settling in visits and introductory sessions (lasting approximately 1-2 hours). These will be provided over a one- or two-week period, dependent on individual needs, age and stage of development
- Welcoming parents to stay with their child during the first few weeks until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents
- Reassuring parents whose children seem to be taking a long time settling into the pre-school and developing a plan with them
- Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences
- Assigning a buddy/back-up key person to each child in case the key person is not available.
- Parents will be made aware of this to support the settling process and attachment
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the pre-school and reassure them of their child's progress towards settling in
- Not taking a child on an outing from the pre-school until he/she is completely settled.

5g. Transitions

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions. Some examples of transitions that young children and babies may experience are:

- Starting Pre-School
- Starting school or moving settings
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

Starting Pre-School

We recognise that starting Pre-School may be difficult for some children and their families. We have a settling in policy to support the child and their family.

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious or distressed. We will do all we can to facilitate a smooth move and minimise any potential stresses. This following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g. childminder or another pre-school.

- We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend. This will help the children to become familiar with this new concept and will aid the transition
- We invite school representatives into the pre-school to introduce them to the children
- Where possible we plan visits to the school with the key person. Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these
- We produce a comprehensive report on every child starting school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

Other early years providers

Where children are attending other early years settings or are cared for by a childminder, we will work with them to share relevant information about children's development. Where a child is brought to or collected from Pre-School by a childminder, we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via email or telephone.

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated family's policy that shows how the pre-school will act in the best interest of the child.

Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions. **Bereavement**

We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement which we follow to help us offer support to all concerned should this be required. If parents feel that their child requires additional support because of any changes in their life, we ask that you speak to their child's key person and/or the manager to enable this support to be put into place.

5h. Separated Family

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we recognise that when parents separate it can be a difficult situation for all concerned. We understand that emotions may run high and this policy sets out how we will support all parties within the pre-school including our staff team. The key person will work closely with the parents to build close relationships which will support the child's/children's emotional wellbeing and report any significant changes in behaviour to the parent. Parents will be signposted to relevant services and organisation for support for the whole family. **Parental responsibility**

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

England

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent. This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother (From 1 December 2003)
- By a parental responsibility agreement with the mother
- By a parental responsibility order, made by a court.

Pre-School registration

During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations. We request these details on the child registration form. If a parent does not have parental responsibility or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

We will:

- Ensure the child's welfare is paramount at all times they are in the pre-school
- Comply with any details of a court order where applicable to the child's attendance at the pre-school where we have seen a copy/have a copy attached to the child's file
- Provide information on the child's progress, e.g. learning journeys, progress checks within the pre-school, to both parents where both hold parental responsibility
- Invite both parents to pre-school events, including parental consultations and social events where both hold parental responsibility

- Ensure any incident or accident within the pre-school relating to the child is reported to the person collecting the child
- Ensure that all matters known by the staff pertaining to the family and the parent's separation remain confidential
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position.

We ask parents to:

- Provide us with all information relating to parental responsibilities, court orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child
- Not involve pre-school staff in any family disputes, unless this directly impacts on the care we provide for the child
- Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat
- Not ask the pre-school to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.

5i. Nappy Changing

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

At **Elsworth Pre-School** we aim to support children's care and welfare on a daily basis in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Wherever possible, each child's key person will change nappies according to the child's individual needs and requirements. Our procedures meet best practice identified by the Health Protection Agency (2011) in 'Best practice advice for nurseries and childcare settings'.

We will enable a two-way exchange between parents and key persons so that information is shared about nappy changing and toilet training in a way that suits the parents and meets the child's needs. Parents will be engaged in the process of potty training and supported to continue potty training with their child at home.

We will use appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation and serving areas and children's play areas
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded.
- Clean nappies are stored in a clean dry place; soiled nappies are placed in a 'nappy sack' or plastic bag before being stored to be sent home. Each child should have their own creams and lotions for any non-prescription cream for skin conditions e.g. Sudocrem. These are supplied by the parent/guardian and must be clearly labelled with the child's

name. Prior written permission is obtained from the parent. When applying creams for rashes, a gloved hand is used.

Staff changing nappies will:

- Use a new pair of gloves (and a disposable apron if desired) for each nappy change and always wash hands before and after using gloves
- Clean disinfect and dry mats thoroughly after each nappy change; disposable towels/roll must be discarded after each nappy change
- Ensure they have all the equipment they need and access to fresh water before each nappy change.

We wish to ensure the safety and welfare of the children whilst being changed and safeguard against any potential harm, as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in the preschool and ensuring all parents understand how this works and who they will be working with
- Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during the change
- Ensuring that the nappy changing area is inviting and stimulating and change this area regularly to continue to meet children's interests
- Ensuring all staff undertaking nappy changing have suitable enhanced DBS checks
- Training all staff in the appropriate methods for nappy changing
- Ensuring that no child is ever left unattended during the nappy changing time
- Making sure staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted
- Conducting thorough inductions for all new staff to ensure they are fully aware of all setting procedures relating to nappy changing
- Ensuring hygiene procedures are followed appropriately, e.g. hands washed before and after nappies are changed and changing mats cleaned before and after each use
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education as laid out in the parent and carers as partner's policy. This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support, the pre-school; will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the child protection policy
- Operating a whistleblowing policy to help staff raise any concerns relating to their peers or managers and helping staff develop confidence in raising concerns as they arise in order to safeguard the children in the pre-school
- Conducting working practice observations of all aspects of pre-school operations to ensure that procedures are working in practice and all children are supported fully by the staff, this includes all intimate care routines
- Conducting regular risk assessments of all aspects of pre-school operations including intimate care and reviewing the safeguards in place. The pre-school has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.
- If any parent or member of staff has concerns or questions about nappy changing procedures or individual routines, please see the manager at the earliest opportunity.

5j. Outdoor Play

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we are committed to the importance of daily outdoor play and the physical development of all children regardless of their age and stage of development. We provide outdoor play in all weathers. Where possible and appropriate, we make outdoor activities accessible to children with learning difficulties and disabilities to ensure inclusive use of the outdoor area.

We recognise that children need regular access to outdoor play in order to keep fit and healthy, develop their large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively. We also refer to The Chief Medical Office guidance on physical activity. ¹

The outdoor areas, both within the pre-school grounds and in the local community have a wealth of experiences and resources which help children to develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Where possible and appropriate, we plan and encourage play that helps children understand and manage risks. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We obtain parental permission before any child leaves the pre-school during the day. This includes short outings into the local community. There is more information in the outings policy. www.gov.uk/government/publications/uk-physical-activity-guidelines

We plan all outdoor play opportunities and outings to complement the indoor activities and provide children with purposeful activities that support and follow individual children's interests. There is a balance of both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours. We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

- Health and Safety
- Sun Care
- Caring for Babies and Toddlers
- Lost Child Policy
- Parents and Carers as Partners
- Supervision of Children
- Safeguarding and Child Protection
- Outinh

5k. Bereavement

This policy was adopted on	Signed on behalf of the Pre-School	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023

At **Elsworth Pre-School** we recognise that children and their families may experience grief and loss of close family members or friends or their family pets whilst with us in the preschool. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person/pet is no longer around. We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform the pre-school as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves
- The key person and/or the manager will talk with the family to ascertain what support is needed or wanted from the pre-school. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements, so the child is fully supported by the most appropriate member of staff on duty, where possible the child's key person
- We will be as flexible as possible to adapt the sessions the child and family may need during this time.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

We also recognise that there may also be rare occasions when the pre-school team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

The Samaritans: www.samaritans.co.uk 08457 909090

Priory: www.priorygroup.com 08452 PRIORY (08452 774679) 183

Child Bereavement UK: www.childbereavementuk.org

Cruse Bereavement Care: www.crusebereavementcare.org.uk 0844 477 9400

helpline@cruse.org.uk

British Association of Counselling: www.bacp.co.uk 01788 578328

SANDS: www.uk-sands.org

5I. Nutrition and Mealtimes

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we believe that mealtimes should be happy, social occasions for children and staff alike. Children bring in a healthy, balanced, nutritious packed-lunch from home. These are eaten together as a collective, sociable lunch time meal together with peers and staff.

We will ensure that:

- Children have a healthy snack mid-morning on a rolling snack basis so as not to interrupt valuable learning play activity. Children have the choice of milk or water during snack time
- Fresh drinking water is always available and accessible. It is frequently offered to children and intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated
- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences and food allergies that a child has and any special health requirements, before a child starts or joins the pre-school. Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary plan for their child
- We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks. Where appropriate, age/stage discussions will also take place with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods
- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy
- Staff set a good example and eat with the children and show good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged
- Staff use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves
- Staff support children to make healthy choices and understand the need for healthy eating
- Cultural differences in eating habits are respected
- Children are encouraged to eat a small piece of everything in the packed lunch
- Children who refuse to eat at the mealtime are offered food later in the day
- Children are given time to eat at their own pace and not rushed
- We promote positive attitudes to healthy eating through play opportunities and discussions
- No child is ever left alone when eating/drinking to minimise the risk of choking
- We will sometimes celebrate special occasions such as birthdays with the occasional treat of foods such as cake, sweets or biscuits. These will be given at mealtimes/hometimes to prevent tooth decay and not spoil the child's appetite. Where we have frequent birthdays and celebrations, we consider other alternatives such as celebrating through smiles and praise, stickers and badges, choosing a favourite story, becoming a special helper, playing a party game, dancing and/or singing their favourite song
- We do allow parents to bring in cakes on special occasions. We ensure that all food brought in from parents meets the above and health and safety requirements and ingredients that are listed within the Food Information for Consumers (FIR) 2014 and detailed in the allergens policy and procedure
- All staff who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years
- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the pre-school, we will inform

Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given. For further advice and guidance – <https://www.nhs.uk/start4life/>

5m. Parents and Carers as Partners

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we believe that parents and staff need to work together in a close partnership in order for children to receive the quality of care and early learning to meet their individual needs. We welcome parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner to include them as an integral part of the care and early learning team within the pre-school.

The key person system supports engagement with all parents and will use strategies to ensure that all parents can contribute to their child’s learning and development. Parents contribute to initial assessments of children’s starting points on entry and they are kept well informed about their children’s progress. Parents are encouraged to support and share information about their children’s learning and development at home. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children’s individual needs. Our policy is to:

- Recognise and support parents as their child’s first and most important educators and to welcome them into the life of the pre-school
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the pre-school at any time and provide an area where parents can speak confidentially with us as required
- Welcome nursing mothers. The pre-school will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure pre-school documentation and communications are provided in different formats to suit each parent’s needs, e.g. Braille, multi-lingual, electronic communications
- Ensure that all parents are aware of the pre-school’s policies and procedures our full policy documents will be available to parents at all times on the website.
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as parents’ stay and play sessions and parents’ evenings
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through regularly distributed newsletters, the pre-school website and social media sites

- Operate a key person system to enable parents to establish a close working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in pre-school and at home. Parents are given the name of the key person of their child and their role when the child starts
- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings will be held at least twice a year. The pre-school will consult with parents about the times of meetings to avoid excluding anyone
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form
- Agree the best communication method with parents e.g. email, face-to-face, telephone and share information about the child's day, e.g. food eaten, activities, sleep times etc.
- Consider and discuss all suggestions from parents concerning the care and early learning if their child and pre-school operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the pre-school including signposting to relevant services, agencies and training opportunities
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaint's procedure
- Share information about the Early Years Foundation Stage, young children's learning in the pre-school, how parents can further support learning at home and where they can access further information
- Provide a written contract between the parent(s) and the pre-school regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the pre-school supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy and staff development.

5n. Conflict Resolution with Parents who may be Challenging

This policy was adopted on	Signed on behalf of the preschool	Date for review
01.04.2022	Jenny Blyth (Manager)	April 2023
	Clair Harrison (Chair)	April 2023

At **Elsworth Pre-School** we believe that we have a strong partnership with our parents 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 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 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 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.

5o. Access and Storage of Information

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

At **Elsworth Pre-School** we have an open access policy in relation to accessing information about the pre-school and parents' 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. A copy of the certificate can be viewed on the notice board in pre-school. 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.

5p. Late Collection and Non-Collection

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

At **Elsworth Pre-School** we expect all parents to agree to our collection times of 11.55 for a morning session or 2.55 for an all-day/afternoon session. We recognise that there are occasions when a child will need to be collected at another time, we ask that parents 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 (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 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 in order for the pre-school to release the child into their care. This is the responsibility of the parent. If a child has not been collected from the pre-school after a reasonable amount of time, 20minutes has been allowed for lateness, we initiate the following procedure:
- The pre-school manager will be informed that a child has not been collected
- The manager will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the manager will try to contact the parents 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 manager/staff member in charge 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 have still not collected the child, the manager 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 person in charge will ring the local authority children's social services emergency duty team
- The pre-school will inform Ofsted as soon as convenient
- 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 met at all times and to minimise distress staff will distract, comfort and reassure the child during the process
- In order to provide this additional care a late fee of **£15** 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.

Contact numbers:

Name Contact No

Social Services Emergency Duty Team 0345 045 1362

Ofsted 0300 123 1231

5q. Admissions

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

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 fulltime 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.

Prior to a child attending pre-school, parents must complete and sign a contract and 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 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.

5r. Arrivals and Departures

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

At **Elsworth Pre-School** we give a warm welcome to every child and family on their

arrival. Parents are requested to pass the care of their child to a staff member, the staff member receiving the child immediately records his/her arrival in the daily attendance register. The staff member also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

If the parent requests the child is given medicine during the day the staff member must ensure that the medication procedure is followed.

If the child is to be collected by someone who is not the parent at the end of the session, there is an agreed procedure that must be followed to identify the designated person. A password is required where possible for the designated adult. Parents are informed about these arrangements and reminded about them regularly.

The child's key person or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent, e.g. meals, activities, interests, progress and friendships. The parent should be told about any accidents or incidents and the appropriate records must be signed by the parent before departure. Where applicable, all medicines should be recovered from the medicine box/fridge after the parent has arrived and handed to him/her personally. The medication policy is to be followed regarding parental signature.

The pre-school will not release a child to anyone other than the known parent unless an agreement has been made at the time of arrival. Other adults can be a relative or friend over the age of 18 years, staff members are not able to take your child home for you, 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 person of the agreed procedure and contact the pre-school about the arrangements as soon as possible. If in any doubt the pre-school will check the person's identity by ringing the child's parent or their emergency contact number (please refer to the late collection policy). On departure, the staff member releasing the child must mark the child register immediately to show that the child has left the premises.

Adults arriving under the influence of alcohol or drugs Please refer to the alcohol and substance misuse policy.

Arrivals and departures of visitors

For arrivals and departures of visitors the pre-school requires appropriate records to be completed on entry and exit e.g. in the visitors' book. Please refer to supervision of visitor's policy for further information.

5s. Pre-School Sessions

This policy was adopted on	Signed on behalf of the preschool	Date for review
<i>01.04.2022</i>	<i>Jenny Blyth (Manager)</i>	<i>April 2023</i>
	<i>Clair Harrison (Chair)</i>	<i>April 2023</i>

At Elsworth Pre-School we aim to provide early years sessions that provide early years education and care at timings to support our families' needs whilst balancing the provision that we are able to offer as a village Pre-School. As such 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
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Breakfast club: 8am – 8.55am	£6.50 per child including breakfast £1.50 cost for breakfast if funding is used.
Morning session: 8.55am – 11.55am	3 and 4 year olds £16.50 per session
Afternoon session: 11.55am – 2.55pm	2 year olds £18 per session

We ask for 4 weeks notice of changes to main sessions and 7 days notice for changes to breakfast club so that we are able to ensure that every session is staffed adequately to ensure safe and quality provision at all times. 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.