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Admissions Policy

Relevant Legislation

SEND Code of Practice 2014

Equality Act 2010

Every Child Matters – Economic Well Being

Childcare Act 2006

Statutory framework for the EYFS Sept 2021

It is our intention to make our pre-school genuinely accessible to children and families from all sections of the local community. We aim to be an inclusive setting. In order to accomplish this, we will:

- Ensure that the existence of the Pre-school is widely known in all local communities. We will place notices advertising the Pre-school in places where all sections of the community can see them, in more than one language if appropriate.
- Keep a place vacant, if it is financially viable, in order to accommodate emergency admissions.
- Describe the pre-school and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders, and people from all cultural, ethnic, religious and social groups, with and without disabilities.
- Monitor the gender and ethnic backgrounds of children joining the group to ensure that no accidental discrimination is taking place.
- Make our equality policy widely known.
- Consult with families about the opening times of the pre-school to avoid excluding anyone.
- Be flexible about attendance patterns so as to accommodate the needs of individual children and families, but because of continuity children are expected to come to pre-school at least six hours per week, 3 hours may be allocated at parents request

Behaviour Management Policy

Relevant Legislation

Statutory framework for the EYFS Sept 2021

Every Child Matters – Stay Safe, Positive Contribution & Enjoy and Achieve

Childcare Act 2006

Aims

Our Pre-School believes that children and adults flourish best when they know how they are expected to behave. They should be free to play and learn in a happy, safe and stimulating atmosphere without the fear of being hurt or unfairly treated by anyone else.

We aim to create a learning environment that promotes positive behaviour and relationships where children and adults treat each other with care and respect.

We are an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and begin to consider the welfare and well-being of others.

Implementation

- We will have a named person who has responsibility for behaviour management.
- We require the named person to keep up to date with legislation and research on handling children's behaviour, access relevant sources of expertise on handling children's behaviour and monitor staff training on handling children's behaviour.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children and adults with friendliness care and courtesy
- We will ensure that all staff, students and volunteers are made aware of our policy and procedures
- We will share the policy with parents/carers on the website or hard copy if preferred

Practice

- We actively promote high expectations of children's behaviour in the setting
- We establish clear expectations and boundaries for behaviour appropriate for the children's stages of development
- We share with the children our expectations and routines and involve them in developing a code of conduct or "golden rules"
- We organise the learning environment so it has a positive impact on behaviour in terms of space, access and choice of activities
- We take a positive and consistent approach towards managing children's behaviour
- We encourage and praise appropriate behaviour in all interactions between children and adults to show that this behaviour is valued
- We encourage positive behaviour through play and activities that involve sharing, turn-taking, negotiation and co-operation
- We help the children understand the consequences and effects of their behaviour on others
- We support the children to resolve conflicts with other children
- We recognise that codes for interacting with people vary between cultures and require staff to be aware of and respect these variations

If unacceptable behaviour occurs

- We handle issues of behaviour in ways appropriate to the child' stage of development
- We deal with inappropriate behaviour at the earliest opportunity and will help the child to see what was unacceptable this may involve one-to-one support or "Time out" with an appropriate adult

- We always make clear to the child that it is the behaviour not the child that is unacceptable
- We never send children out of the room by themselves
- We do not use techniques that single out or humiliate children
- We ensure that no form of physical punishment will ever be used
- We ensure that physical intervention will not be used unless it is necessary to prevent children from causing harm to themselves or other, in any such case we will use 'reasonable restraint' in line with the 'use of reasonable force July 2013 guidance from the DFE
- We do not raise our voices or shout in a threatening or aggressive manner
- Any significant event will be recorded and discussed with the parent the same day
- We work in partnership with the parents and the key person will regularly discuss any issues with the parents if necessary
- We use observations to monitor recurring unacceptable behaviour and decide jointly with parents' strategies to help us respond appropriately

Bullying

Bullying involves the persistent physical or verbal abuse of another. We take bullying very seriously.

If any incident of bullying occurs

- We intervene to stop the child
- We explain to the child doing the bullying that this behaviour is unacceptable
- We give reassurance to the child who has been bullied
- We discuss with the parents what has happened and jointly work out a strategy for handling this behaviour
- We share what has happened with the parents of the victim explaining what we as a pre-school are doing to help resolve the situation
- We do not label children as bullies
- We help any child who has bullied to understand their action and take responsibility receiving praise for acceptable behaviour
- We help all children to develop assertive strategies to challenge bullying

We take any bullying of staff very seriously; staff are made aware that any problems that arise can be taken to the Chair of the committee in confidence (who is independent from the pre-school team). Any incidents will be dealt with appropriately.

This policy aims to encourage and reward positive behaviour, develop self-esteem and allow all children to be happy and successful in their play.

Child Protection Policy

Relevant Legislation

Statutory framework for the EYFS Sept 2021

Every Child Matters – Staying Safe

Childcare Act 2006

1. Introduction

We at Queens Road Methodist Church Pre-school are committed to a practice, which safeguards and promotes the welfare of children.

Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of issues, which cause children and young people harm. We will safeguard children and young people by:-

- Adopting child protection guidelines through a code of behaviour for staff and volunteers.
- Sharing information about child protection and good practice with children, parents, staff and volunteers.
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- 'Following carefully the procedures for safer recruitment in the selection of staff and volunteers.
- Providing effective management oversight for staff and volunteers through supervision, support and training.

We are also committed to reviewing our Child Protection Policy and good practice guidance on an annual basis.

2. Statement of intent

It is the policy of Queens Road Methodist Church Pre-school to safeguard the welfare of all children and young people by protecting them from all forms of abuse including Physical, emotional and sexual harm. This organisation is committed to creating a safe environment in which young people can feel comfortable and secure while engaged in any of the groups' programmes/activities.

3. Types of abuse

Neglect: is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical abuse: may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional abuse: is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

4. Guidelines for all

Staff must at all times show respect and understanding for individual's rights, safety and welfare, and conduct themselves in a way that reflects the ethos and principles of the pre-school.

a. Respect

Staff and volunteers are committed to:

- Treating children and young people with respect and dignity.
- Always listening to what a child or young person is saying.
- Valuing each child and young person.
- Recognising the unique contribution each individual can make
- Encouraging and praising each child and young person.

b. By example

Staff and volunteers will:

- Provide an example, which we would wish others to follow.
- Use appropriate language with children and young people and challenge any inappropriate language used by a young person or child or an adult working with young people.
- Respect a young person's right to privacy.

c. One to one contact

Staff and volunteers will:

- Not spend excessive amounts of time alone with children, away from others, staff should try to always be visible to others in their contact with children.
- In the unlikely event of having to meet with an individual child or young person make every effort to keep this meeting as open as possible.
- If privacy is needed, ensure that other staff are informed of the meeting and it's whereabouts.

d. Physical contact

Staff and volunteers should never:

- Engage in sexually provocative or rough physical games, including horseplay.
- Do things of a personal nature for a child or young person that they can do for themselves, If such an incident arises, for example, where a child or young person has limited mobility, A member of Queens road Methodist Church Pre-school staff will deal with such an incident.

- Allow, or engage in, inappropriate touching of any kind.

e. General

Staff and volunteers should:

- Be aware that someone might misinterpret our actions no matter how well intentioned.
- Never draw any conclusions about others without first checking the facts.
- Never allow ourselves to be drawn into inappropriate attention seeking situations such as tantrums or crushes.
- Never exaggerate or trivialise child abuse issues or make suggestive remarks or gestures about, or to a child or young person, even in fun.

f. Relationships

Staff and volunteers who are involved in relationships with other members of staff or volunteers should ensure that their personal relationships do not affect their role within the group or the work of the group.

g. Sharing information

Good communication is essential in any organisation. In Queens Road Methodist Church Pre-school every effort will be made to assure that, should individuals have concerns, they will be listened to and taken seriously.

It is the responsibility of the management to ensure that information is available to, and exchanged between all those involved in this group and its activities. Some information is confidential and should only be shared on a strictly need-to-know basis.

Children and Young People

Children and young people have a right to information, especially any information that could make life better and safer for them. Queens Road Methodist Church Pre-school will act to ensure they have information about how and with whom, they can share their concerns, complaints and anxieties.

When sharing information Queens Road Methodist Church Pre-school staff and volunteers will be sensitive to the level of understanding and maturity, as well as to the level of responsibility, of the people with whom they are sharing.

Parents

Parents / persons with parental responsibility are ultimately responsible for their children's welfare at all times, and they should be assured that their children are involved with a creditable organisation

We achieve this by:

- Publicising information on all our work with children
- Publishing the named designated child protection person and how to make a complaint in our Policies
- Publishing a full copy of the child protection policy on our website or in our policy booklet and the file in the corridor.

Staff and volunteers

As a group, which offers support and guidance to children and young people, it is imperative that each member of staff is aware of their responsibilities under the child protection legislation and has a working knowledge of our procedures. Each member of staff will receive updated training in child protection every three years. All staff or volunteers are obliged to inform the designated person for Child protection if any incidents or changes

happen in their personal lives i.e. police/courts involvement, if there are changes to report this can be discussed at staff support and supervision sessions, a member of staff or volunteer can ask for a support and supervision session to be held at any time.

Other bodies

A copy of our child protection policy will be made available to any other appropriate body.

h. Procedures for reporting allegations or suspicions of abuse

All action is taken in line with the following legislation/guidance:

- South west safeguarding and child protection shared procedures, www.onlineprocedures.co.uk/swcpp
- Safeguarding children in Education September 2021
- Working together to safeguard children 2020
- What to do if you are worried a child is being abused 2015

In any case where an allegation is made, or someone in the group has concerns, a record should be made. Details must include, as far as practical:

- Name of child or young person
- Age
- Home address (if known)
- Date of Birth (if known)
- Name/s and address of parent/s or person/s with parental responsibility.
- Telephone numbers if available.
- Is the person making the report expressing their own concerns, or passing on those of somebody else? If so, record details.
- What has prompted the concerns?
- Include dates and times of any specific incidents.
- Has the child or young person been spoken to?
If so what was said?
- Has anybody been alleged to be the abuser
If so, record details
- Who has this been passed on to, in order that the appropriate action is taken? E.g. groups Child protection designated officer, Children's social care.
- Has anyone else been consulted?

i. Designated Safeguarding Lead

- The designated person will immediately inform Children's social care
- The telephone referral will be confirmed in writing using the form marked C2, within a maximum of 48 hours, ideally 24 hours, with a copy to the designated person for child protection (Ginny Ireland). Essential information will include pupil's name, address, date of birth, family composition, and reason for referral, name of person receiving the referral and any advice given. The written confirmation must be signed and dated by the referrer.
- Confidentiality must be maintained and information relating to individual children and young people/families shared with staff on a strictly need to know basis.

j. Alleged abuse by staff, Managers, volunteers or trustees

- When an allegation is made against a member of staff or volunteer, then the allegation must be passed to your designated Safeguarding Lead(Ginny Ireland) or

their deputy (Kate Sheppard), or if the allegation concerns them both, direct to the Local Authority Designated Officer (LADO)

- Your designated person for child protection should contact one of the local authority designated officers for consultation **Local Authority Designated Officer (LADO)** on **01225 396810** or if unavailable **Head of Safeguarding**, on **01225 396974** within one working day. The Designated Officer contacted will record a note of the consultation and will advise on the appropriate action that needs to be taken.

k. Training

- The designated person and his/ her deputy must receive training every 2 years in Child Protection Training which is available from B&NES Local Safeguarding Children's Board
- All staff and volunteers shall have access to appropriate training on a regular basis, at least every 3 years.

l. Record Keeping

- All records, information and confidential notes will be kept in separate files in a locked drawer or filing cabinet.
- Only the designated Leads will have access to these files.

m. Disclosure

- Never guarantee absolute confidentiality, as Child protection will always have precedence over any other issues.
- Listen to the child, rather than question him or her directly.
- Offer him/her reassurance without making promises, and take what the child says seriously
- Allow the child to speak without interruption.
- Accept what is said – it is not your role to investigate or question.
- Do not overreact
- Alleviate feelings of guilt and isolation, while passing no judgement.
- Advise that you will try to offer support, but that you must pass the information on.
- Explain what you have to do and whom you have to tell.
- Record the discussion accurately, as soon as possible after the event.
- Use the child's words or explanations – do not translate into your own words, in case you have misconstrued what the child was trying to say.
- Contact Ginny Ireland or Kate Sheppard for advice / guidance. The designated lead may then discuss the concern / suspicion with the relevant organisation, and if appropriate, make a direct referral.
If designated lead is not available, or it is inappropriate to approach them, the volunteer / member of staff with the concern should make direct contact with the relevant organisation themselves.
- Record any discussion or actions taken within 24 hours.

n. Further Information

For further information about what to do if you are worried a child is being abused, see the B&NES LSCB website, <http://www.bathnes.gov.uk/services/children-young-people-and-families/childprotection/local-safeguarding-children-board>

Leaflets available from B&NES LSCB also include:

- Copies of the DfES summary booklet 'What to do if you are worried a child is being abused

The South West Safeguarding and Child Protection Shared Procedures can be accessed at: www.swcpp.org.uk

Children's Records

Policy statement

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

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

Procedures

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

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

Developmental records

- These include observations of children in the setting, photographs and samples of their work and summary developmental reports.
- These are usually kept in a locked cupboard and can be accessed, and contributed to, by our staff the child and the child's parents. Staff do take these files home to work on where they are kept in a safe and secure place.

Personal records

These may include the following (as applicable):

- Personal details – including the child's Application and Admission forms and any consent forms.
- Contractual matters – including a copy of the signed Home / pre-school agreement, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.

- Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-bring with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an SEN action plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child's 2 Year Old Progress Check (as applicable), all letters to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable file or cupboard, which is always locked when not in use and which is kept secure in an office or other suitably safe place.
- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our manager, deputy or designated person for child protection, the child's key person, or other staff as authorised by our manager.
- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with our Privacy Notice, Confidentiality and Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

Archiving children's files

- When a child leaves our setting, we remove all paper documents from the child's personal file and scan them into an encrypted file on the pre-school laptop. After three years they are deleted and paper copies are shredded when the child leaves the setting.
- Where there were s.47 child protection investigations, we mark the envelope with a star and archive it for 25 years in a lockable archive cupboard.
- We store financial information securely and store in a lockable archive cupboard for 7 years where appropriate

Other records

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

Legal framework

- General Data Protection Regulations (GDPR) (2018)

Human Rights Act (1998)

Concerns, compliments and Complaints Policy and Procedure

Relevant Legislation

Statutory framework for the EYFS Sept 2021

Every Child Matters – Economic Well Being

Childcare Act 2006

Aim:

Queens Road Methodist Church Pre-school aims to provide the highest quality education and care for all our children. We offer a welcome to each individual child and family and aim to provide a warm and caring environment in which all children can learn and develop as they play.

- We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes.
- We work in partnership with parents/carers and the community generally and are open to suggestions on how to improve our policies or practices at any time.

- We believe that most complaints are made constructively and can be sorted out at an early stage.

If you have any comments or observations, such as; “your child never does any painting” then please see your child’s key person, (there is a list of key person groups on the board in the corridor) alternatively you may fill in a concern, compliments and complaints slip and place it in the concern, compliment & Complaint File in the corridor. The reason we are using written slips rather than just verbal comments is so that we can ensure that your comments are taken on board and reviewed regularly, on these slips there is also a chance to compliment things that are good about the group, this will give us a more balanced idea of how you as parents/carers feel and maybe improve our practice. Any concerns or compliments will be dealt with by the Manager and a reply given in written or verbal form (as appropriate) within 5 working days.

Procedure for complaints

- It is in the best interest of the pre-school and parent/carers that complaints are taken seriously and dealt with fairly in a way that respects confidentiality. Any parent/carer who is uneasy about any aspect of the pre-school provision should talk over any worries and concerns with the Key person, pre-school manager or deputy. This will be recorded and a plan of action implemented within 5 working days. **(Immediately if the complaint is regarding Child Protection issues or a breach of the Children Act Regulations as stated in the EYFS 2012 requirements or a breach of any other legal requirement of the pre-school, or if your complaint is against a member of staff then in both instances we will follow the procedure in our Child Protection Policy)**
- If there is no satisfactory outcome within 2 weeks, or if the problem reoccurs, the parent/carer should put the concerns or complaint in writing to the Chair of the committee.
- A meeting with the Chair, pre-school manager and the parent/carer will be arranged.
- The parent/carer should have a friend or partner present if required.
- An agreed written record of the meeting will be made.

If the matter is still not sorted out to the parent/carer’s satisfaction, the parent/carer should again contact the chair.

- If the parent/carer and the pre-school cannot reach agreement, an external mediator who is acceptable to both parties, to listen to both sides and offer advice, will be contacted. This mediator has no legal powers but can help to clarify the situation.
- The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved.
- All discussions will be kept confidential.
- There will be an agreed written record of any meetings held and of any advice given.
- In some circumstances it may be necessary to involve OFSTED the Office for Standards in Education, who have a duty to ensure laid down requirements are adhered to. OFSTED must be involved if a child appears to be at risk or where there appears to be a possible breach of registration requirements.
- Ofsted will be informed and used for advice where necessary.

In either of the above cases both parents/carers and the pre-school must be informed by OFSTED and a full investigation of the complaint will be followed by appropriate action.

We will record all complaints on the OFSTED format: Provider complaints record and follow the requirements of the OFSTED complaints procedures this will include sending details of:

- Any action(s) identified by us
- Any actions set or taken by OFSTED
- Any action taken by another external agency, where we have their permission to do so
- The outcome of our investigation, identifying any areas where we feel we could make improvement to our provision
- If we dismiss any staff following investigations, and detail under what circumstances. If they are dismissed for misconduct because they placed a child at risk we may need to refer the individuals for inclusion onto the protection of Children Act list.

CONTACT DETAILS FOR OFSTED, CAFAIT and FAMILY INFORMATION SERVICES

OFSTED (Office for Standards in Education)

The National Business Unit

Ofsted

Piccadilly Gate

Store Street

Manchester

M12WD

Tel: 0300 123 1231

Family Information Services

Tel: 01225395343

Children & Families Assessment Intervention Team for Child Protection issues)

Tel: 01225 396312/313

Confidentiality and client access to records

Policy statement:

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

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

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

Confidentiality procedures

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

- Information is kept in a manual file, or electronically. Our staff may also use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept.
- Our staff discuss children's general progress and well being together in meetings, but more sensitive information is restricted to our manager and the child's key person, and is shared with other staff on a need to know basis.
- We do not discuss children with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual, our practitioners check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

Client access to records procedures

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

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting manager
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents.
- Our written acknowledgement allows one month for the file to be made ready and available. We will be able to extend this by a further two months where requests are complex or numerous. If this is the case, we will inform you within one month of the receipt of the request and explain why the extension is necessary
- A reasonable fee to cover admin costs may be charged to the parent
- A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.
- Our manager informs their line manager and legal advice may be sought before sharing a file
- Our manager goes through the file with their line manager and ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages They note any information, entry or correspondence or other document which mentions a third party.

- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to our manager giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc. we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals our manager takes a photocopy of the complete file. On the copy of the file, our manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by the manager and legal advisors to verify that the file has been prepared appropriately.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- We photocopy the 'clean copy' again and collate it for the parent to see.
- Our manager informs the parent that the file is now ready and invites him/ her to make an appointment to view it.
- Our manager and their line manager meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.

- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.
- The law requires that the information we hold must be held for a legitimate reason and must be accurate (see our Privacy Notice). If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

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

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

Legal framework

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

Further guidance

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

Curriculum, Planning Observation and Assessment Policy

Relevant Legislation

Statutory framework for the EYFS Sept 2021

Every Child Matters – Positive Contribution & Enjoy and Achieve

Childcare Act 2006

Aims and values

It is the aim of Queens Road Pre-School to provide a warm caring environment for the children in our care.

We believe that all children are unique individuals and aim to help them develop at their own rate through challenging and exciting play.

We want to provide opportunities for all children to grow in self-confidence, experience success and develop a positive self-image.

We believe that children learn most effectively when they are interested and motivated by the activities they engage with.

We want to encourage independence in all areas of development.

We believe in the importance of a key person to help plan activities tailored to the needs of each individual child.

We value parents as the first and most important educators of their children-we welcome them as active partners in our Pre-School.

Curriculum

Our curriculum is based on play and a mixture of child initiated and adult initiated activities.

We support all children to develop their potential at their own pace. We plan developmentally appropriate play activities which encourage progression.

We follow the Early Years Foundation Stage which sets out statutory requirements and practice.

The early Years Foundation stage has three prime areas and 4 specific areas of learning and development:

Prime Areas

Personal, Social and Emotional Development (PSED)

We encourage and support the children, to become interested in their own learning.

We believe that positive relationships with adults enable children to begin to understand and manage their own feelings and have confidence in their own abilities We aim to develop their awareness of their feelings, and, to respect the needs, views, cultures and beliefs of others. Through modelling and guidance children will learn how to look after themselves and manage their personal needs independently.

Communication and Language

Spoken language underpins all 7 areas of development. We encourage the children to talk and listen in different situations. We use a wide variety of stories, songs and rhymes to enable them to respond in different ways.

Books are always available to give every child the opportunity to become familiar with a range of fiction and non-fiction books.

We provide opportunities for them to use new words and extend their vocabulary through conversation, interests, storytelling and role play.

Physical Development

We encourage the children to learn to move with confidence, imagination and safety both indoors and outdoors.

We provide a range of activities to help them gain awareness of space, themselves and others.

We help the children begin to learn about the importance of keeping healthy and the factors that contribute to this.

We encourage the children to use a range of equipment and materials safely and help them to use them with increasing control.

We encourage gross motor skills to help them develop balance, spatial awareness and co-ordination.

Small motor skills help the children with hand to eye co-ordination which provides good foundations for their early literacy skills.

We provide lots of opportunities to play with small world activities, craft and tools which enables children to develop control and confidence.

Specific Areas

Literacy

We encourage a love of reading providing a range of fiction and non-fiction books to explore and read together, we encourage the use and understanding of new words to expand and explore their use of vocabulary. We help the children to understand that written symbols carry meaning and to distinguish between different sounds.

Mark making tools are always available to encourage early writing skills

Mathematics

We encourage the children to use numbers in play, singing, number rhymes and by playing number games. We aim to give them a strong foundation in number, shape, space and measure, to enable the children to gain a deeper understanding of mathematics.

We provide opportunities to measure and experiment with different types of quantities and solve mathematical problems.

Understanding of the World

We provide a safe and stimulating environment with plenty of opportunities for the children to explore and investigate. Children can design and make using a wide range of materials.

We use children's own experiences to increase their knowledge and sense of the world around them.

We encourage awareness of the environment and talk about important events. We help the children begin to understand their own and other people's cultures by talking about and celebrating festivals and special days.

Expressive Arts and Design

We encourage the children to use a variety of ways to respond to what they see, hear, feel, smell and touch.

We encourage the children to use a wide range of media and materials to explore and choose colour, texture and shape.

We encourage exploration of music and movement, recognising sounds, using instruments and singing familiar songs from memory.

We provide opportunities for role-play and imaginative play through props, situations, stories, dance and art.

Planning

Queens Road Methodist Pre-school is a day care setting.

It provides 30 places per session for children aged 30months-5 years

New children are admitted regularly throughout the year.

Children attend a variety of hours as required

We believe that children learn best through play and aim to provide physical and mental challenges to extend their development.

Planning is based on the belief that children learn best when they are motivated and interested in the activities on offer.

We plan sessions to incorporate special occasions and events we build on these using the children's own interests and experiences

Plans include events that happen each year for example festivals, celebrations and transition to school. Termly plans include continuous provision, enhancements and ensure that the adults are providing a balance of activities that will help every child make good progress towards the early learning goals.

Daily plans contain a balance of child initiated and adult led activities.

Within each session the key person and other practitioners respond to the children's interests to extend their learning.

Planning meetings are held regularly to discuss all areas and include individual children's ideas and interests.

Individual plans are based on careful observations and dialogue with the child and parents. These identify the child's interests, needs and stage of development and then the possible next steps to extend learning.

Wow sheets are also used to develop communication and partnership between home and Pre-School.

Observation and assessment

Observations are made by the child's key person and other practitioners on a regular basis.

Observations are recorded in each child's learning journal.

A base line assessment is completed during the child's first term and shared at their first Parent consultation, a 2 year check is carried out if applicable.

Formative assessment is carried out by the key person through observations.

Summative assessment is carried out regularly by reviewing individual learning plans and will be shared with parents and other settings if applicable

Parent consultations are held twice a year.

Parents can see their child's learning journal at any time and discuss progress with the key person informally or arrange an appointment.

Overall responsibility for the curriculum and planning is held by the Manager who works closely with all practitioners to ensure the best outcomes for children.

Emergency Plan in The Event of a Pandemic

In the event of a pandemic, we will endeavour to operate as usual.

Staff should come into work unless

- Ill
- Caring for dependants
- Authorized to work elsewhere

The setting will close if:

- Government advises closure
- Local Authority advises closure
- Staff ratios insufficient for children attending

In a pandemic, if the setting remains open, we will

- Take hygiene measures to reduce the risk of infection especially in disposal of tissues, hand washing etc.
- Ensure any staff showing signs of infection are sent home
- Ensure children showing signs of infection are kept separate from the rest of the group at the isolation point, and collected by parents / carers
- Provide any information requested by the Local authority (e.g. Absence rates)

If closure is advised by Central Government the Local Authority will advise individual settings, we will follow any advice given and will try to keep parents informed as much as possible

We will then be advised when to re-open, on the proviso that we have enough staff.

If and when a pandemic occurs, we will endeavour to keep informed of changes or advice given, at the time, and will pass information to parents and carers if necessary.

Equality Policy

Relevant Legislation

Equality Act 2010

SEND Code of Practice September 2014

Children and Families Act 2014

Statutory framework for the EYFS Sept 2021

Every Child Matters

Childcare Act 2006

Aims

We believe in the statement “All Different all Equal”

We believe that all children have the right to learn in a caring and considerate environment where all children and adults are valued for their contribution to the life of Pre-School.

We believe that no-one should be discriminated against or disadvantaged on the basis of gender, race, disability, age, religion or belief or sexual orientation.

We enable all children to engage fully by planning experiences and activities that respond to the individual development and needs of each child.

We work closely with parents who are fully involved in all decisions that affect their children’s education.

We work closely with any outside agencies to help provide additional support needed to meet the child’s needs.

Purpose

To meet the individual needs of all children in our setting

To ensure that inclusion and equal opportunities are put into practice

To raise quality and standards

To recognise the rights of the child

Practice

- We have due regard for the SEND code of practice 2014(see separate policy)
- We familiarise staff with all relevant legislation including equality act 2010
- We ensure that the Pre-school admissions policy is inclusive and fair to all
- We ensure that staff have opportunities to undertake specialist training to help meet the needs of children in our setting
- We liaise with outside agencies
- We celebrate the differences that make us unique and promote self-esteem and appreciation of others
- We ensure that all children are fully integrated into daily activities and routines
- as part of our admission we encourage home visits to discuss individual needs with each family
- we make flexible arrangements to meet individual cultural, religious or medical needs
- we plan activities and experiences to allow all children to participate and to promote and reflect positive images and the rich diversity within our community and the wider world (See curriculum policy)
- we will regularly review our practice, activities and resources
- we value home languages and these will be valued and celebrated in Pre-School
- information sharing will be made accessible and inclusive
- We are guided by a committee which includes church members and elected parent representatives

Employment

We will appoint the best person for each job and treat all applicants fairly as stated in our aims

Discriminatory Remarks and Behaviour

We will challenge any racist or other discriminatory remarks, attitudes or behaviour (see behaviour policy)

Breaches of this policy will result in disciplinary action

E-Safety Policy

Relevant Legislation

Statutory framework for the EYFS Sept 2021

Childcare Act 2006

Data Protection Act 1998

Freedom of Information Act 2000

At Queens Road Methodist church Pre-school we use ICT equipment safely and securely.

Computer/Laptop

- The pre-school Laptop is used by the manager and Deputy both at home and in the setting for business reasons. The laptop and files therein are password protected
- No photographs remain on the laptop once the printing has been completed.
- Secure passwords are used by the manager on the laptop, and by the secretary who has details of the current admission list on her computer.
- The pre-school laptop is protected with McAfee which is automatically updated annually.

Cameras

- Only the designated pre-school camera is used to take images of the children in the setting.
- The use of personal cameras is prohibited
- Parental permission will be obtained to take photographs on the admission form, discussion on how photographs are used will be discussed at visits.
- Photographs are used in each child's Learning Journal, to show their development and activities.
- If photographs are going to be used outside of the pre-school, parents will be informed individually.
- The camera is plugged into the pre-school laptop on site and photographs printed off. Images are then deleted from the laptop.
- Photographs are not stored on any other device.
- Cameras may be used by parents at events, the Child protection designated officer will make sure parents are asked permission for people to take photos of the event and a warning given to not allow any child's image other than their own to be put on any social networking site.

Mobile Phones

- Mobile Phones will be turned to silent or off and placed in the staff room when staff arrive for work.
- Any parent, student or other adults visiting the setting will be asked to put their mobile phone in the consumable cupboard
- Mobile phones may only be used at break and dinner times unless otherwise agreed by designated person for child protection and will be monitored.
- Mobile phones may be used by parents at events, the Child protection designated officer will make sure parents are asked permission for people to take photos of the event and a warning given to not allow any child's image other than their own to be put on any social networking site.

Escalation Policy

Relevant Legislation

Children Act 2006

Statutory Framework for the EYFS Sept. 2021

Introduction

Occasionally situations arise when workers within one agency feel that decisions made by a worker from another agency on a child protection or child in need case is not a safe decision. Disagreements could arise in a number of areas, but are most likely to arise around:

- Levels of need
- Roles and responsibilities
- The need for action
- Communication

The safety of individual children is the paramount consideration in any unresolved issues and should be addressed with due consideration to the risks that might exist for the child. All workers should feel able to challenge decision-making and see this as their right and responsibility in order to promote the best multi-agency safeguarding practice. This policy provides workers with the means to raise concerns they have about decisions made by other professionals or agencies by:

- a) Avoiding professional disputes that put children at risk or obscure the focus on the child
- b) Resolving the difficulties within and between agencies quickly and openly.
- c) Identifying problem areas in working together where there is a lack of clarity and to promote the resolution via the amendment to protocols and procedures.

Effective working together depends on an open approach and honest relationships between agencies. Problem resolution is an integral part of professional co-operation and joint working to safeguard children.

Resolution should be sought within the shortest timescale possible to ensure the child is protected. Disagreements should be resolved at the lowest possible stage however if a child is thought to be at risk of immediate harm discretion should be used at which stage is initiated.

Stages of the policy

Stage One

Any worker who feels that a decision is not safe or is inappropriate should initially consult the Manager to clarify their thinking in order to identify the problem; to be specific as to what the disagreement is about, and what they aim to achieve. They should also be able to evidence the nature and source of their concerns and should keep a record of all discussions.

Stage two

Initial attempts should be taken to resolve the problem at its lowest possible level. This would normally be between the people who disagree. It should be recognised that differences in status and/or experience may affect the confidence of some workers to pursue this unsupported.

Stage three

If the problem is not resolved at stage two the concerned worker should contact the manager of Queens Road Methodist Church Pre-school who should raise the concerns with the equivalent supervisor/manager in the other agency. The manager should also notify the Safeguarding Children's Board Manager (LSCB) who will keep a record of all on-going disagreements.

Stage four

If it has not been possible to resolve the professional differences within the agencies concerned the matter should be referred to the Chair of the LSCB, who may either seek to resolve the issue direct, or to convene a Resolution Panel.

The panel must consist of LSCB representatives from three agencies (including the agencies concerned in the professional differences, where possible).

The panel will receive representations from those concerned in the professional differences and make a decision as to the next course of action, resolving the professional differences concerned.

Timescales

Some matters may be resolved very quickly, and this will be determined locally by the complexity of the issues. In all cases, the matter will be resolved as speedily as possible, and the primary focus will be on insuring that the safety and welfare of the children concerned is assured whilst discussions take place.

At all stages of the process actions and decisions must be recorded in writing and shared with relevant personnel, to include the worker who raised the initial concern. In particular this must include written confirmation between the parties about an agreed outcome of the disagreement and how any outstanding issues will be pursued.

It may be helpful for individuals to debrief following some disputes in order to promote continuing good working relationships.

Health and Hygiene – Policy and Practice

Relevant Legislation

Every Child Matters – Being Healthy & Staying Safe

Statutory framework for the EYFS Sept 2021

Childcare Act 2006

Our Pre-school promotes a healthy lifestyle and a high standard in its day-to-day work with children and adults. This is achieved in the following ways:

HEALTH

The building and surrounding areas are a non- smoking environment

Food: The Kitchen will be registered with Environmental Health

All meals and snacks provided will be nutritious and pay due attention to children's particular dietary requirements.

When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet.

Outdoor play: Children will have the opportunity to play in the fresh air throughout the year (in the pre-school's own outside play area).

Illness: Parents are asked to keep their children at home if they have an infection, and to inform the pre-school as to the nature of the infection so that the pre-school can alert other parents and make careful observation of any child who seems unwell.

Parents are asked not to bring into pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack

Cuts and open sores, whether on adults or children, will be covered with sticking plaster or other dressing.

With regard to the administration of life saving medication such as insulin/adrenaline injections or the use of nebulisers, the position will be clarified by reference to the pre-school insurance company. (In the case of pre-schools insured with Royal and Sun Alliance, this will be through the insurance officer at Early Years Alliance National Centre).

If the child is on prescribed medication, the following procedures will be followed.

If possible, the child's parent will administer medicine. If not, then medication must be clearly labelled with the child's name, dosage and any instructions and must be in original dispensed container. Where local regulations require it, guidance will be sought from the Insurance Company or other relevant agencies, before people other than the parents agree to administer medicines.

Written information will be obtained from the parent, giving clear instructions about dosage, administration of the medication and permission for a member of staff to follow the instructions, Medication will be administered by 2 members of staff.

All medication will be kept in a lockable cupboard.

A medication file will be available to log in: name of child receiving medication; times that the medication should be administered; date and time when medication is administered, together with the signature of the staff who have administered each dose. Where appropriate, Health Care Plans will be completed

The pre-school will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed.

If required staff will be trained in specific medical needs of a child.

Information sources: Parents will have the opportunity to discuss health issues with pre-school staff and will have access to information available to the pre-school.

The pre-school will maintain links with health visitors and gather health information and advice from the local health authority information services and/or other health agencies.

HYGIENE

To prevent the spread of all infections, adults in the group will ensure that the following good practices are observed:

Personal Hygiene:

Hands washed after using the toilet.

Children with pierced ears are not allowed to try on or share each other's earrings.

Outdoor shoes to be changed on arrival.

Tissues are available and children encouraged to blow and wipe their noses when necessary. Soiled tissues will be disposed of hygienically.

Children encouraged to cough into their elbows

Every child will bring a towel for their own use only.

Hygiene rules relating to bodily fluids followed with particular care and all staff and volunteers aware of how infections, including HIV infection, can be transmitted

Cleaning and clearing: Any spills of blood, vomit or excrement wiped up and flushed away down the toilet. Gloves and specified bowl are always used when cleaning up spills of body fluids. Floors and other affected surfaces disinfected using chlorine or iodine bleach diluted according to the manufacturers' instructions. Fabrics contaminated with body fluids thoroughly washed in hot water.

Spare laundered pants, and other clothing, available in case of accidents and polythene bags available in which to wrap soiled garments.

All surfaces cleaned daily with an appropriate cleaner.

Use different cleaning cloths for kitchen and toilet / floor areas.

Food: The pre-school will observe current legislation regarding food hygiene, registration and training. All lunch boxes are kept in the fridge, the temperature and cleaning is recorded appropriately, in particular, each adult will:

Always wash hands under running water before handling food and after using the toilet.

Not be involved with the preparation of food if suffering from any infectious/contagious illness or skin trouble.

Ensure waste is disposed of properly and out of reach of the children.

Wash fresh fruit and vegetables thoroughly before use.

Tea towels will be kept scrupulously clean and washed every day.

All utensils will be kept clean and stored in a dust-free place, e.g. closed cupboard or drawer.

Cracked or chipped china will not be used.

Information sharing

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

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

Policy statement

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

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

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.

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

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

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

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

The three critical criteria are:

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

Procedures

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

1. *Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 2004, but provide a framework to ensure that personal information about living individuals is shared appropriately.*
 - Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.
2. *Be open and honest with the individual and their family where appropriate from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if we have a legal obligation to do so. A Privacy Notice is given to parents at the point of admission to explain this further.*

In our setting we ensure parents:

- Receive a copy of our Privacy Notice and information about our Information Sharing Policy when starting their child in the setting and that they sign our Home pre-school agreement to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
 - have information about our Safeguarding Children and Child Protection Policy; and
 - have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. *Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*
 - Our staff discuss concerns about a child routinely in supervision sessions and any actions are recorded in the concerns file
 - Our staff routinely seeks advice and support from the manager about possible significant harm.
 - Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated

person, who will contact children's social care for advice where they have doubts or are unsure.

- The manager or deputy seek advice if they need to share information without consent to disclose.

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

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

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

In our setting we::

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

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

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

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

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

Consent

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

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- Parents sign our home pre-school agreement at admission to confirm that they understand this.
- We ask parents to sign any information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We will give the parent a copy of any forms passed on to other settings/school if requested
- We consider the following questions when we assess the need to share:
 - Is there a legitimate purpose to us sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?
 - Is there a statutory duty or court order requiring us to share the information?
 - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
 - If the decision is to share, are we sharing the right information in the right way?
 - Have we properly recorded our decision?

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

Separated parents

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

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

Legal framework

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

Further guidance

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

Lost Child Policy

Relevant Legislation

Statutory framework for the EYFS Sept 2021

Childcare Act 2006

This should never happen, and to prevent this from happening, the pre-school take the following precautions:

- At the beginning of the session a member of staff will be in the corridor to greet families and a register is taken as the children enter the main room, children also self register.
- At the end of the session 2 members of staff will be at the exit to ensure all children leave with the appropriate adult.
- During sessions all doors will be locked or fastened to avoid children departing unobserved/unattended.
- A register is kept every session of adults and children including visitors.
- Key persons will gain knowledge from parents of any particularly adventurous children.
- Adults will be aware of children's movements to avoid any child leaving the premises unattended.
- Children will be made aware of rules and boundaries within the pre-school and the reasons for these.

In the unlikely event of this happening the following procedures will be followed.

A systematic search of the premises will take place to ensure the child is not involved in an activity and not easily visible, all adults in the group will be made aware of the situation.

Without causing alarm, children will be asked if they know where the child is.

If the child has still not been located then:

The other children will be gathered into one group and an activity i.e. singing, story will take place to free as many adults as safely possible to search for the child.

Information such as the last sight of the child, what s/he was wearing and a description will be noted.

Parents will be notified, as the child may be trying to make their way home, if possible, without endangering the rest of the children in the group, a responsible adult will make the journey to the child's home on foot in order to catch up and intercept the child.

The police will be called as they have the resources to conduct a wider search and speed is important.

At the earliest time possible OFSTED, the Insurance Company, the Chairperson and any other necessary professionals will be notified of the incident.

A detailed record will be built up of all the information and events leading up to and during the incident and an Incident form filled out.

The pre-school will inform all its members at the earliest time possible.

Everything will be done to find the child swiftly and safely, we will endeavour to support the parents and cause as little distress as possible to the family.

Parental Involvement Policy

Relevant Legislation

Every Child Matters – Positive Contribution

Statutory framework for the EYFS Sept 2021

Childcare Act 2006

Parents are the first and most important educators of their children. The aim of the group is to support their essential work, not to supplant them. We aim to work in partnership with parents / carers. We will:

- Make all new parents aware of the group's system and policies.
- Encourage parents on an individual basis to play an active part in the management of the group.
- Ensure that parents are informed on a regular basis about their child's progress.
- Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group.
- Involve parents in shared record keeping about their own child, either formally or informally.
- Ensure that all parents are fully informed about meetings, conferences, workshops and training.
- Consult with families about the times of meetings to minimize excluding anyone.
- Hold meetings in venues that are accessible and appropriate to all.
- Welcome the contributions of parents, whatever form they may take.
- Make known to parents the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents to learn about the pre-school curriculum and about young children's learning, in pre-school and at home.

Procedure if a Child is not Collected

Relevant Legislation

Statutory framework for the EYFS Sept 2021

Childcare Act 2006

In the event of a parent/guardian or designated person failing to collect a child within 20 minutes of the end of the session the pre-school will take the following measures:

- Exhaust all emergency contacts listed for that child.
- Report the incident to the Child Protection Team/Duty Social Worker.
- While the child is still in the care of the pre-school, two members of staff will stay with the child. If necessary they may need to take the child off the premises to collect their own children from school. They will return immediately to the pre-school and continue the procedure.
- The above contacts will decide the next step to take in the situation, which may include, informing police and/or finding a suitable temporary foster home until the situation is resolved.
- OFSTED will be informed of any such incident and appropriate paperwork completed.
- If you are late collecting your child the pre-school reserves the right to charge £1 per minute which will be payable immediately.

If for any reason an emergency arises and you are going to be unavoidably late please inform us immediately on 0117 9877753 so we can avoid carrying out the above procedures.

Provider Records

Policy statement

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

- Records pertaining to our registration.
- Key holder and rent agreements
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of our staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in supervised contact with the children.

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

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

Procedures

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

We notify Ofsted of any:

- change in the address of our premises;
- change to our premises which may affect the space available to us or the quality of childcare we provide;
- Change to the name and address of our registered provider, or the provider's contact information.
- Change to the person managing our provision.
- Significant event which is likely to affect our suitability to look after children.
- Other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (DfE 2021).

Legal framework

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

Safeguarding Statement

- Your child's safety and welfare is our greatest concern, we want all children to be safe, enjoy good health and have access to a range of positive experiences and opportunities to achieve their potential.
- If we are concerned about your child we will talk to you. We will share with other professionals where appropriate. If we need to record information, this will be discussed with you and stored confidentially in line with the GDPR., the only exception, as in all organisations, would be if we had reason to believe that this might expose your child to immediate risk of harm.
- If you are ever concerned about a child, you can seek support and advice from:
- Children's Social Work Services on **01225 39 61 11** or **01225 47 79 29**
- If the child is in immediate danger phone the police

Safer Recruitment Policy

Relevant Legislation

Childcare Act 2006
Equality Act 2010
Rehabilitation of Offenders Act 1974
Statutory Framework for the EYFS Sept 2021
Every Child Matters – Economic well being

At Queens Road Methodist Church Preschool we recognise the importance of implementing safer recruitment practices.

This Organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

- We require a minimum of two references, these are always verified and at least one referee will be contacted in person to verify the reference. Character references from friends or colleagues are not considered as acceptable.
- An application form is always used and a full employment history is required. Any gaps in employment history will be checked and accounted for.
- Qualifications are always checked.
- Checks will be carried out to establish identity and Right to work in the UK for all employees, all relevant documents are verified to establish that they are certified originals and retained securely in their personnel file.
- An Enhanced DBS check will be undertaken for any staff working in “Regulated activity” who have not previously been subject to these checks, including temporary, agency or contract staff.
- Any disclosure that reveals information is dealt with through the recommended Positive Disclosure process and a thorough risk assessment is carried out in all cases.
- Induction will include an introduction to the child protection procedures and attendance at the appropriate child protection course, as relevant to the post, will be arranged.
- All staff will be made aware of the Allegation management procedures and who to report concerns to.
- Where behaviour of the individual or allegation may indicate that the person meets the criteria consideration under allegations management, they will be referred to the process via the manager.
- Part of the induction will be to provide a copy and make staff aware of the guidance on safer work practices.
- The Whistle blowing policy will be made known to all staff.
- It will be made clear to applicants for posts within the pre-school that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
- All appointments both paid and voluntary will be subject to a probationary period and will not be confirmed unless the pre-school is confident that the applicant can be safely entrusted with children.

Safety – Policy and Procedure

Relevant Legislation

Every Child Matters – Staying Safe & Being Healthy

Statutory framework for the EYFS Sept 2021

Childcare Act 2006

The safety of the young children is of paramount importance. In order to ensure the safety of both children and adults, the pre-school will ensure that:

- All children are supervised by adults at all times and will always be within sight of an adult.
- A book is available at each session for the reporting of any accident/incident.
- Regular safety monitoring will include checking of the accident and incident record.
- All adults are aware of the system(s) in operation for children's arrivals and departures and an adult will be at the door during these periods.
- Children will leave the group only with authorised adults.
- Safety checks on premises, both outdoors and indoors, are made before every day/session. (See staff check list).
- The main entrance is shut, not locked during the session. The doors between pre-school and vestibule, and, pre-school and the park room are bolted.
- Low-level glass will be covered, or replaced by safety glass.
- Outdoor space is securely fenced.
- Equipment is checked regularly and any dangerous items repaired/discarded.
- The layout and space ratios allow children and adults to move safely and freely between activities.
- Fire doors are never obstructed.
- Fire/heaters/electrical points/wires and leads are adequately guarded.
- All dangerous materials, including medicines and cleaning materials are stored out of reach of children.
- Children do not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials including matches.
- Adults do not walk about with hot drinks or place hot drinks within reach of children.
- Fire drills are held at least once on every day of the week, every two terms.
- A register of both adults and children is completed as people arrive so that a complete record of all those present is available in any emergency.
- There is no smoking in the building or within the boundaries of pre-school.
- A correctly stocked first aid box is available at all times.
- Fire extinguishers are checked annually and staff know how to use them.
- Whenever children are on the premises at least two adults are present.
- Large equipment is erected with care and checked regularly.
- Activities such as cooking, woodwork and energetic play receive close and constant supervision.
- On outings, sufficient care will be taken and risk assessments carried out to ensure all children and adults safety. The holding rings will be used where necessary to keep children together, children will wear hi-vis vests where possible

- If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children on premises.
- Children who are sleeping are checked regularly.
- Equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger/less mature children.
- Internal safety gates/barriers are used as necessary.
- The premises are checked before locking up at the end of the day.
- Parents are asked not to use plastic carriers for daps etc. because of suffocation risk.
- If children ride bikes etc to pre-school, they must be left outside of the building; our insurance does not cover these for damage or theft.

Settling in Pre-school – Policy and Procedure

Relevant Legislation

Every Child Matters

Statutory framework for the EYFS Sept 2021

Childcare Act 2006

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in our pre-school.

In order to accomplish this, we will:

- Arrange a home visit by the manager or deputy, if possible.
- Encourage parents to visit the pre-school with their children during the weeks before an admission is planned.
- Introduce flexible admission procedures, if appropriate, to meet the needs of individual families and children
- Make clear to families from the outset that they will be supported in the pre-school for as long as it takes to settle their child there.
- Reassure parents whose children seem to be taking a long time settling into the pre-school.
- Encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.

Children cannot play or learn successfully if they are anxious and unhappy. Our settling in procedures aim to help parents to help their children to feel comfortable in the pre-school, to benefit from what it has to offer and to be confident that their parents will return at the end of the session/day.

Special Needs and Inclusion Policy

Relevant Legislation

SEND Code of Practice 2014

Children and families Act 2014

Equalities Act 2010

Statutory framework for the EYFS Sept 2019

Childcare Act 2006

See also our Local Offer

Aims

At Queens Road Pre-school, we believe that all children have a right of full access to the Early Years Foundation Stage.

We believe that all children have the right to learn in a caring and considerate environment where all children and staff are valued for their contribution to the life of Pre-School.

We enable all children to engage fully by providing experiences and activities that respond to the individual development of each child.

We are committed to the early identification of children with special educational needs (SEN) and to adopting clear and open procedures, which are outlined in this policy.

We work closely with parents who are fully involved in all decisions that affect their children's education.

We work closely with any outside agencies to help provide additional support needed to meet the child's needs.

Purpose

To meet the individual needs of children in our setting

To ensure that inclusion and equal opportunities are put into practice

To raise quality and standards

To recognise the rights of the child

To raise awareness

Definition of SEND (SEND Code of Practice 2014)

A child has special educational needs if she or he has a learning difficulty that calls for special educational provision to be made. They may also have a disability under **The Equality Act 2010** if so reasonable adjustments and access arrangements should be considered as part of the SEN planning and review.

A child has a learning difficulty if she or he:

- has a significantly greater difficulty in learning than the majority of children of the same age,

- has a disability that either prevents or hinders the child from making use of the facilities of the kind provided for children of the same age in the setting.

Principles Underlying the Code

- Taking into account the views of children and their families
- Enabling children and their families to participate in decision-making
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children
- Making high quality provision to meet the needs of children
- Focusing on inclusive practices and removing barriers to learning
- Helping children prepare for adulthood

Implementation

- ensure policy is made available to parents/carers
- ensure all staff ,including students and volunteers, are aware of the details of the policy
- raise awareness of how statutory, national and local procedures apply
- ensure we have regard to the SEND CODE OF PRACTICE
- appoint a Special Needs Co-ordinator

(see job description)
This person will be:

Familiar with the code of practice

Able to support other staff

Able to link with parents and outside agencies when needed

- ensure that the Pre-school admissions policy is inclusive and fair to all
- ensure that staff have opportunities to undertake specialist training to help meet the needs of children in our setting
- liaise with outside agencies as and when appropriate

To pay due regard to the Code of Practice we will focus on the

Following:

- early identification
- early intervention
- inclusive education
- physical environment
- partnership with parents
- multi-agency collaboration

Early Identification and Intervention

This is paramount. It is made either by staff, from information received from other settings or agencies or from parental concern.

We make regular observations of all children's play to enable early identification of children's needs

We monitor children's progress closely to plan appropriate provision and support

We share observations and records with parents

We implement the graduated response when needed:

'Assess

Plan

Do

Review'

This could include:

- Strategies within the setting
- Long term and short term Target based Outcomes
- My Plan and SEN Support (these help all staff to follow the same consistent approach)
- We might seek permission for a Local authority Area SENCo Advisory Teacher to observe and discuss the child
- We may need to refer the child to another agency for additional support. These can include Speech and language therapy, occupational therapy, educational psychology. This enables parent/carers and settings to get specialist advice and strategies, these can help the child be fully included (where safely possible) in all aspects of pre-school and the early years curriculum.
- If a child attends more than one early years provision it is very helpful to share all information between the settings. We will use a communication diary that goes between home and the early years settings, this enables everyone to communicate regularly and important information can be shared. Settings will also share Target based Outcome Plans, Inclusion plans, and strategies used in the settings. This will then promote a consistent approach.
- A My Plan and SEN support record will be created including a one page profile
- We will hold SEN Support review meeting, this is a meeting where targets are reviewed and new targets are set.
- We will hold Team around the child meetings (TAC). These are meetings where parents and all the other people helping the child will come together and discuss, what is going really well, what other help may be needed and what we will all do next to put this in place.
- To help tell the child's story parents may be asked if they would like to have an early help assessment(EHA) completed about their child and family situation. This will be completed alongside a member of staff from the early years setting, a support worker or a health professional. There will also be regular review meetings to follow up actions.
- If a child requires a higher level of support we can apply for inclusion support funding. This will allow a higher level of individual support to be given.

- We may work with parents to put together a non-statutory Education, Health and Care plan (EHCP)
- If a child has long-term Special educational needs that require a higher level of support and services we may suggest working together to request a statutory assessment for an Education, Health Care Plan (EHC Plan). This is a process which involves parents, practitioners and other professionals and specialists working together. This might result in a Statutory Plan and specialist provision/resources for your child in our setting and on transition to school.

Transition into other settings.

We have very good links with all our local primary schools.

We always strive to have close links with settings that our children are moving onto.

All transitions are individual and each child will need differing levels of support.

All children will have a detailed moving on document passed to a new setting.

We will always welcome other practitioners into our setting to meet children

- If a child has complex needs they may require a lot of extra help when moving on to a new setting /school. In these circumstances we will put in place a detailed transition support plan working closely with everyone involved

Inclusion

- we ensure that all children are fully integrated into daily activities and routines
- as part of our admission form we ask parents about any particular needs of their child
- we support all children to play confidently alongside and with other children
- we develop activities and resources to promote positive images and raise children's awareness
- we make flexible arrangements if additional adult support is needed
- we plan activities and experiences to allow all children to participate using additional equipment or resources if necessary

Physical Environment

-we will make reasonable arrangements so that all children can join in play both indoors and outdoors

-we organise space for the children's supported and independent movement

-we ensure respectful privacy if needed at times of specific medical care or welfare

Partnership with Parents

-we encourage parents to work closely with us to support their child's needs

-we respect the perspective and needs of parents

-the SENCO and other staff ensure there is consistent communication and consultation with parents

Parents are involved at every level of intervention,

We will always try to involve the child as much as possible in making choices and reviewing targets

Staffing and Employment Policy

Relevant Legislation

Childcare Act 2006

DDA 2005

Rehabilitation of Offenders Act 1974

Statutory framework for the EYFS Sept 2021

Every Child Matters – Economic Well Being

A high adult: child ratio is essential in providing good quality pre-school care.

In our pre-school:

- We have at least one member of staff to each eight children, and more if there are younger children present.
- Our key person system ensures each child and family has one particular staff member who takes a special interest in them.
- Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties.
- We work towards an equality policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social, ethnic and cultural groups.
- At least half of our staff hold the full and relevant level 2 as defined by the CWDC and our supervisory staff hold at least level 3
- Regular in-service training is available to all staff, both paid and volunteer members, through the Pre-school Learning Alliance and other professional bodies.
- Our pre-school budget includes an allocation towards training costs.
- We support the work of our staff by means of regular monitoring/appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.
- It will be made clear to applicants for posts within the pre-school that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
- All applicants for work within the pre-school, whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide at least two references and have a CRB check.
- All appointments, both paid and voluntary, will be subject to a probationary period and will not be confirmed unless the pre-school is confident that the applicant can be safely entrusted with children.
- Any discriminatory remarks will be challenged and dealt with by the manager or (if made by the manager) a member of the committee.

Student Placement Policy

Relevant Legislation

Statutory framework for the EYFS Sept 2021

Childcare Act 2006

We recognise that the quality and variety of work which goes on in a pre-school makes it an ideal place for students on placement from school and college childcare courses as well as those on the Diploma in Pre-school Practice or Tutor Fieldwork Courses.

Students are welcomed into pre-school on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers that hinder the essential work of the pre-school.
- Enhanced DBS and proof of identity (preferably photographic) will be required before placement begins (under 16's will not require a DBS).
- An induction is carried out at beginning of placement
- Students must be confirmed by their tutor as being engaged in a bona fide childcare course that provides necessary background understanding of children's development and activities.
- Students will have regular mentoring sessions with the manager or appropriate person.
- Students required to conduct child studies will obtain written permission from the parents of the child to be studied. No Photographs will be taken.
- Any information gained by the students about the children, families or other adults in the pre-school must remain confidential.
- Unless registered as fit persons with relevant DBS check, students will not have unrestricted access to children.
- Students will place their mobile phones and bags into the consumable cupboard.
- Students do not count toward Adult /Child ratios

Volunteers will need to have an enhanced DBS, identity checks and references, all checks will be completed before being allowed to do voluntary work in the setting.

Support and Supervision Policy

Relevant Legislation

EYFS 2021 Requirements

Health and safety at work act

Equal Opportunities legislation

Why do we provide Support and supervision?

There has to be lines of accountability, responsibility and investment to ensure that the service we provide is properly managed and supported, it is therefore the responsibility of the management to ensure that staff receive effective support and supervision.

Queens Road Methodist Church Pre-school consider support and supervision to be a valuable tool for the welfare, safety and accountability of our staff.

What is the purpose of supervision?

The purpose of support and supervision is to:

Maintain accountability to our organisation

Assist and encourage the staff's professional development

Monitor and review the performance of our staff

Maintain the standards of the organisations service delivery

What do we mean by support and supervision?

Support and supervision is a regular face to face, uninterrupted meeting between Supervisor (the manager) and Supervisee (staff member). The supervision will support, direct and monitor the work of the supervisee enabling and empowering professional and personal development.

We aim to have face to face meetings for all members of staff each term, Sessions will take place during work time and where necessary cover will be arranged. The Supervisor will be supported by a member of the committee. Supervision sessions will be confidential, issues arising will be followed up and any actions to carry out will be at both the Supervisor and supervisees agreement. If issues arise that links to disciplinary or grievance procedures the supervisor will follow these up accordingly. Notes will be kept of these meetings, they will be kept in the individuals staff file and copies given to the member of staff.

Appendix A

At support and supervision meetings we will endeavour to have no unnecessary interruptions.

An agenda will be prepared before the session by the supervisor which can be added to by the supervisee as necessary. Follow up meetings will then proceed termly where progress on targets and any issues that have been discussed are reviewed, and the supervisor and supervisee will have opportunity to raise any other concerns.

If issues that arise are of detriment to the Statutory framework and policies that the group work by then the supervisor will take any necessary action and in the first instance consult the chair, this may mean that confidentiality will be affected.

Toileting and nappy changing policy and procedure

Policy Statement

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or pull ups. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We have nappy changing facilities and toilet seats and potties, we exercise good hygiene practices in order to accommodate children, who are not yet toilet trained.

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

Procedures

- Children from 2 may wear pull ups, or other types of trainer pants as soon as they are comfortable with this and the parents are agreeable.
- Only members of staff will change a child when necessary
- Parents should supply nappies or pull ups for their own child and changes of clothing when they are in pants
- Gloves and aprons are worn by staff and the changing mat cleaned after each use
- Staff will ensure that changing time is relaxed and a time to promote independence in young children
- Children will be encouraged to take an interest in using the toilet , they may just want to sit on it to start with
- Children and staff wash their hands with soap and water after toileting .
- When children are able, they are encouraged to toilet independently
- Nappies, pull ups or pants and clothes that are wet or soiled are wrapped in a nappy bag and sent home with the child for disposal/washing.

We have a duty of care towards the children and leaving them soiled or wet in the setting is unacceptable, if the child is not showing any understanding of toileting and have had more than 3 accidents the staff will consider if it is better for the child to go back in pull ups and continue to gain understanding of toileting with encouragement.

Transfer of records to school

Policy statement

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

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

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

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting. Prior to transferring information, we will establish the lawful basis for doing so (see our Privacy Notice).

Procedures

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

- Using the *Early Years framework* (DfE 2021) guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
 - any additional language spoken by the child and his or her progress in both languages;
 - any additional needs that have been identified or addressed by our setting;
 - Any special needs or disability, whether the child has a My plan in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.

Transfer of confidential information

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

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

Legal framework

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

Further guidance

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

Whistle Blowing Policy

Relevant Legislation

Public Interest Disclosure Act 1998

The Public Interest Disclosure Act 1998 protects workers who blow the whistle about wrongdoing. It applies where a worker has a reasonable belief that their disclosure tends to show one or more of the following offences or breaches:

- A criminal offence:
- The breach of a legal obligation:
- A miscarriage of justice:
- A danger to the health and safety of any individual:
- Damage to the environment: or
- Deliberate covering up of information tending to show any of the above.

Queen's Road Methodist Church Pre-school is committed to the highest possible standards of openness, honesty and accountability. In line with that commitment we encourage employees and others with serious concerns about any aspect of the settings operations to come forward and voice those concerns. It is recognised that certain cases will have to proceed on a confidential basis. This policy document makes it clear that any concerned

parties can do something without fear of reprisal. This whistle blowing policy is intended to encourage and enable such parties to raise serious concerns within the setting, rather than overlooking a problem or blowing the whistle outside.

Staff have the right and individual responsibility to raise any matters of concern regarding poor practice at work. Staff are responsible for safety and well being of all children attending the setting and this is priority over loyalty towards colleagues.

General principles:

- Encourage and enable individuals to raise genuine and legitimate concerns:
- Support staff to take an active role in the elimination of poor practice:
- Ensure concerns are appropriately investigated:
- Protect those making the complaint from victimisation or retaliation:

This policy is intended to compliment other relevant policies and to cover concerns that fall outside the scope of other procedures.

The management/committee will investigate, promptly and thoroughly all concerns raised in accordance with this policy, and will take appropriate action

Confidentiality

The management/committee will do it's best to protect a person's identity when a concern is raised, however in some circumstances identities will have to be revealed to the person complained against and the complainant may be asked to provide written or verbal evidence in support of their complaint.

If a person's identity is to be disclosed, he or she will be told before the disclosure and the reasons why the disclosure is necessary.

Having raised the concerns the management/committee will expect a complainant not to talk about it to any other person inside or outside the setting.

Anonymous complaints

Concerns expressed anonymously are much less powerful and harder to investigate, however they may be considered.

Untrue allegations

If an allegation is made in good faith but it is not confirmed by the investigation, no action will be taken against the complainant. If, however, an allegation proves to be malicious, frivolous or for personal gain, disciplinary action may be taken against them.

How to raise a concern

In the first instance, concerns should be raised with the manager. However this may not always be appropriate, in which case concerns should be raised with the chair person.

Concerns are best raised in writing. You are invited to set out the background and history of the concern giving names, dates and places where possible and the reason why you are particularly concerned. The earlier you express your concerns the easier it is to take action. If you do not wish to put the allegations in writing, the person to whom you are making the complaint will make a written record of the interview and will ask you to sign to confirm accuracy of the notes taken.

Although you will not be expected to prove the truth about your allegations, you will be required to demonstrate that there are sufficient grounds for your concern.

You should NOT:

- Investigate the matter yourself:
- Alert those suspected of being involved:
- Approach or accuse individuals:
- Tell anyone other than the designated persons:

Within a week of the receipt of your concern, you will receive a written acknowledgment of your concern, with a copy of your statement where appropriate.

The management/committee will investigate your concern and within two weeks you will be informed of what action is being taken and will be kept up to date on the progress of the investigation. You will also be informed of the outcome of any investigation. If you are not satisfied with the outcome of the investigation, you may elevate your concerns directly to your Early years advisor or Ofsted.