



Policies and Procedures

These policies were adopted on	Signed on behalf of the pre-school	Date for overall review (individual policies will be reviewed as needed. See list of policies for dates)
August 2023	Yve Puxty (Manager)	September 2024



List of Policies and review dates

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1.3 Key Person		
1.4 Child protection - Children's rights and entitlement		
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1. Safeguarding Children Policies and Procedures

Important notice: Single Point of Advice (SPoA) advise that when receiving a phonecall, before disclosing any information, you should ask for their number and check this first and call them back. (Once regular contact has been established, then work with sensible caution, e.g. voice recognised, number recognised, if in doubt always check).

As a service who work with children we will use the Continuum of Need as a visual tool and to share a common language to describe needs and risks.
[\(https://www.eastsussex.gov.uk/childrenandfamilies/professional-resources/continuum-of-need/about/\)](https://www.eastsussex.gov.uk/childrenandfamilies/professional-resources/continuum-of-need/about/)

Designated Safeguarding Lead (DSL)/ Early Years Teacher / Manager:
Yvonne Puxty (Yve): 01424 838714

Joint Deputy Educators/ support DSL’s: Donna Puxty & Lee Shaylor: 01424 838714

Local Children’s Social Care Duty and Assessment Team contact details and guidance:

[Managing allegations guidance \(eastsussex.gov.uk\)](#)

[managing-allegations-flowchart.pdf \(eastsussex.gov.uk\)](#) (see on next page)

An allegation or concern about a member of staff or volunteer must be reported immediately by the DSL to Ofsted and the **Local Authority Designated officer for Allegations Management (LADO) Sam Efde on 01323 466606 /07825782793**

When discussing concerns or seeking advice contact:

Single Point of Advice (SPoA) Mon-Thurs 8.30am-5pm and Fri 8.30am-4.30pm.

Phone: 01323 464222

The DSL will also report concerns and make referrals to SPOA by sending through A SOR (Statement of Referral) via secure email.

Email: 0-19.SPOA@eastsussex.gov.uk or 0-19.SPOA@eastsussex.gcsx.gov.uk

(this is the secure email)

With serious concerns that cannot wait until the next working day, contact our Emergency Duty Service (EDS).

Telephone EDS: 01273 335 906 or 01273 335 905 Monday to Thursday 5pm to 8.30am and Friday's, weekend's and bank holidays after 4.30pm to 8.30am

Failing this contact them direct on:

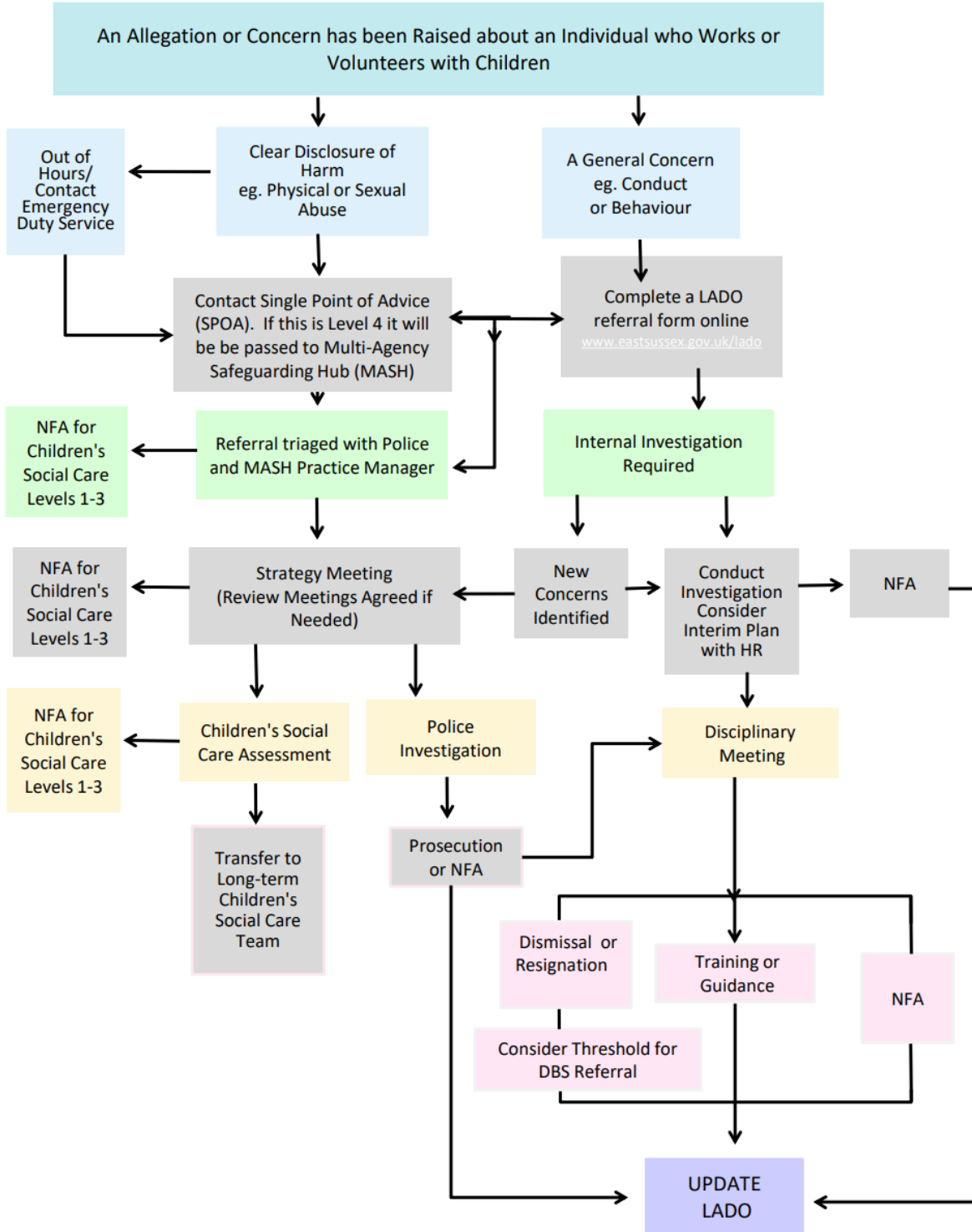
Chidren’s Services Team (Hastings and Rother)



Phone: 01424 724120



Managing Allegations Flowchart





Introduction

In this policy, safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development and ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

1.1 The setting's values and principles

Children and young people have the right to be protected from neglect and abuse. **Everyone** has a responsibility to protect children and young people and to report concerns.

Children's needs are paramount and take precedence over the needs of adults in any conflict between the two. This setting's policy and procedure are to safeguard all children, to ensure they are all equally valued and to give them the best start in life.

All allegations and concerns are taken seriously and dealt with appropriately in accordance with this policy and procedure.

This setting has a comprehensive set of policies and procedures that are available to parents and carers in the setting at all times.

This policy must be adhered to by all staff, volunteers, trustees, board members, employees (contracted and non-contracted), trainees, service providers, contractors etc.

This policy should be read alongside the online document entitled Pan Sussex Child Protection and Safeguarding Procedures Manual

(<https://sussexchildprotection.procedures.org.uk/org.uk/page/quickguide>) referred to henceforth as the Manual. The Manual sets out the safeguarding procedures that all staff must follow.

Also Working Together to Safeguard Children (July 2018) (WTSC) guidance (this can be accessed online).

Legal framework

This policy is based on the following laws and statutory guidance:

Childrens Acts 1989 and 2004 define safeguarding and promoting the welfare of children as

- protecting children from maltreatment.
- preventing impairment of children's health or development.
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully



Working Together to Safeguard Children (2018) sets out how organisations and individuals must work together to safeguard and promote the welfare of children and young people in accordance with Children Acts 1989 and 2004

East Sussex Safeguarding Partners (Pre known as the Local Safeguarding Children Board's (LSCB)) Pan-Sussex Child Protection and Safeguarding Procedures:

- ensure that there are prompt methods for alerting, reporting, investigating and managing a child's protection. The procedures are available at <http://sussexchildprotection.procedures.org.uk>

Statutory Framework for the Early Years Foundation Stage 2021

- the mandatory framework for all early years providers, maintained schools, non-maintained school, independent schools and all providers on the Early Years Register. The safeguarding and welfare requirements are given legal force by regulations made under Section 39(1)(b) of the Childcare Act 2006

Roles and responsibilities

- The Ofsted "Registered Person" is named on the first page and has overall legal responsibility for safeguarding. If concerns relate to the "Registered Person", Ofsted should be contacted through their whistle-blowing policy.
- The Lead Person for safeguarding is **Yvonne Puxty** and in her absence **Donna Puxty & Lee Shaylor**. All safeguarding concerns relating to allegations against staff and volunteers should be reported to this individual and recorded. If the concern relates to the lead person then the Registered Person (or Chair of Trustees **Sam Phyll**) should be contacted.
- The Lead Person will usually be responsible for passing on concerns, or making referrals, to the Duty and Assessment Team. In their absence the next most senior member of staff will assume responsibility.
- All staff, volunteers, or contractors must adhere to the procedure for reporting concerns to the Lead Person.
- All staff, volunteers, contractors and visitors to the setting must sign a register and record their exact time of arrival and departure.

Reporting procedures and making a referral.

- Refer to the Manual when making a referral (Click on contents link section 5.2). Or see WTSG (p.17 & 18)
- The police will be informed immediately if it is suspected a criminal offence has been committed.
- The Lead Person will contact the Children's Social Care Duty and Assessment Team to either discuss a concern or report an incident.
- The DSL will report concerns and make referrals to SPOA by sending through A SOR (Statement of Referral) via secure email.



- The DSL will ensure that the person whom has reported a concern notes this on an 'Incident Report Form'. If this is to include the child's voice, the children's own words will be used.
- The timings of referrals will reflect the level of perceived risk and will always be **within one working day** of recognition of risk.
- All referrals made verbally must be confirmed in writing by the referrer within 24 hours (the next section defines how records will be kept).
- Any allegation or concern about a member of staff or volunteer must be reported immediately to Ofsted and the Local Authority Designated Officer (LADO) by the Lead Person.

Record keeping and records management

All staff will record and report concerns in line with the guidance below, (see the Manual section 4 for further information) and *Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges (Standards and Learning Effectiveness Service, September 2022)*.

(<https://czone.eastsussex.gov.uk/safeguarding/safeguarding-in-schools-colleges-and-early-years-settings/safeguarding-model-policies-and-guidance/record-keeping-guidance/>)

- The Lead Person will telephone the Duty and Assessment Team to notify them of a safeguarding concern and follow instructions on completion of paperwork. Further guidance on what information to provide is in the Record Keeping Guidance below and the Manual
- Where concerns relate to an allegation against a member of staff, or volunteer the referral should include the child's name, address, gender and date of birth, together with full details of the complaint or allegation, including witness statements.
- All records will be held confidentially but will be shared with other agencies, e.g. the police, Children's Social Care, Ofsted, where this assists an ongoing investigation. Records will be held for a reasonable period of time after children or staff members have left the provision in case they are needed for any future investigation.

Record Keeping Guidance

Good record keeping is an important part of the organisation's accountability to children and their families and will help the organisation in meeting its key responsibility to respond appropriately to welfare concerns about children. Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take. Organisations should follow the following basic guidance on record keeping:



1. Initial records about any child should include names, date of birth, addresses, gender, ethnic origin, names of persons with parental responsibility (for consent purposes) and primary carers, if different. This information should be kept up to date.
2. All staff members, irrespective of their role in the organisation, should use a standard child protection incident/welfare concern form to record and report concerns; an example is provided in Appendix C
3. Keeping Records of Child Protection and Welfare Concerns Guidance – September 2022 provides information to assist in the completion of the child protection incident/welfare concern form.
4. All concerns, discussions about the child, decisions made, and the reasons for those decisions should be recorded. It is helpful if the child's record include details of your involvement and any previous concerns, together with any action you took and responses from parents. If you know that any other professionals are involved with the child and family, include this information.
5. Concerns and actions taken in response should be recorded at the time the concerns were identified and actions taken, ie the record should be contemporaneous.
6. Along with recording concerns using the standard concern form, a chronology of events should be maintained.
7. The chronology must list specific and significant incidents, events and actions taken in relation to the child and, where appropriate, their family, with a brief explanation or cross-referenced to the relevant record within the file (see Appendix B for a chronology template).
8. In addition to recording incidents and events, the chronology must record all significant and relevant contacts between the organization and parents, whether it is face-to-face, by email or telephone, with a record of what was discussed and action taken in response.
9. Child protection records should be retained in line with the organisation's agreed retention periods; in the case of services working with families, it is recommended that the retention period for the child's file is determined based on the date of birth of the youngest child in the family so that family records are maintained in full.
10. Early years providers, schools and colleges should ensure that when a child transfers from one early years setting to another or to primary school, or from one school to another, their child protection records should be transferred to the new setting or school as soon as possible. Records must be passed directly to the safeguarding lead or another authorised person in the receiving establishment under confidential cover.



11. The organisation's safeguarding lead should audit child protection/welfare concerns files regularly to ensure that procedures are being followed and adequate records are being kept.

All educational establishments, including early years providers should ensure that their systems for recording safeguarding concerns are in line with guidance from the *East Sussex Safeguarding Partners Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges*.

It is available on Czone at

[https://czone.eastsussex.gov.uk/record keeping guidance](https://czone.eastsussex.gov.uk/record%20keeping%20guidance)

Safer workforce and managing allegations against people working with children

All management, staff, volunteers and contractors working at this childcare setting will undergo rigorous suitability checks in line with the EYFS statutory requirements and Working Together to Safeguard Children 2018.

Allegations against people working with children will be managed in line with the EYFS statutory requirements and Working Together to Safeguard Children 2018.

Training and development

We are committed to ensuring all staff are qualified, have opportunities for professional development and have relevant up-to-date training in safeguarding children (see page 22, paragraph 3.6 in the Statutory Guidance for the EYFS)..

- All new staff, volunteers and students will participate in an induction programme before taking up their duties and will be allocated an experienced member of staff to mentor them for the duration of the induction. They must understand the settings safeguarding policy and procedures as detailed in the EYFS 3.6 (2021) arrangements and undertake refresher training regularly.
- All staff will be required to complete online child protection training upon appointment. This will be consolidated by formal East Sussex County Council approved training at Level 1 as soon as possible.
- All volunteers and students will be required to complete the online child protection training.
- The Lead Person will be required to complete East Sussex County Council approved Designated Safeguarding Lead for Childcare Settings training and complete a refresher every two years.
- All training must reflect the requirements of *Working Together to Safeguard Children 2018* and informed by the East Sussex Safeguarding Partners training strategy and plans.
- The Lead Person will ensure that all staff know when and how to record concerns about a child's welfare, however small or apparently insignificant. They must provide staff with support, advice and guidance on an ongoing basis and on specific safeguarding issues. Staff are required to update their knowledge in house on a regular basis. Good practice is to keep safeguarding on the agenda throughout the year staff meetings and supervision. Also for staff to complete an online refresher yearly.



- Staff supervision meetings will record discussions regarding continual professional development and subsequent identification and planning of training to meet those needs.

Information sharing and working together with other agencies

The setting respects confidentiality at all times and complies with the Data Protection Act 1998.

However the setting will share information as part of its day to day work in order to safeguard and protect children from harm but also to work together to support families to improve outcomes for all. This may involve liaison with Police, Children's Social Care, and participation in multi-agency meetings, e.g. case conferences and participation in serious case reviews if requested to do so (see WTSC pages 18 to 22).

Quality assurance

This setting is registered with Ofsted Early Years Register and is required to meet the requirements of the Early Years Foundation Stage 2021. These registers clearly state the minimum standards that must be met by law.

As a consequence, the setting is subject to routine and regular inspection by Ofsted. The most recent Ofsted report is available to view in the setting or online at www.ofsted.gov.uk.

The setting uses a development plan, cohort tracking, supervisions and meetings for ensuring continual reflection and improvement to ensure practice is regularly reviewed and updated. The setting also promotes continuing professional development and subsequent identification and planning of training to meet the above requirements.

Commissioning and procurement

Any external agencies visiting the premises must respect this setting's policies and procedures at all time and not discuss overheard conversations or information regarding children and families outside of the setting. Any concerns regarding safeguarding must immediately be advised to the Lead Person or if concerns relate to that member of staff the complainant must contact the LADO (usually via SPoA).

Breaches of this Safeguarding Policy by external contractors or visitors will be taken very seriously and appropriate action will be taken.

Whistle-blowing and complaints

- A separate complaints and a Whistle – blowing procedure exists which should be followed by any individual who has concerns about staff or practice in the setting.
- All concerns regarding Safeguarding must be directed to the Lead Person.
- If the complaint relates to the Lead Person, the complaint must be directed to the Registered Person. If the complaint relates to the Registered Person, the complainant must contact the LADO (usually via SPoA) and Ofsted on 0300123 1231.



Breaches of Policy

Breaches of this policy will be taken very seriously and disciplinary action will ensue for members of staff. A separate Code of Conduct describes this process in more detail. This can be found in the Staff Handbook.

Policy review

This policy will be reviewed annually and involve participation of staff in order to promote continuing awareness of safeguarding policies and procedures. Parents will be informed when the policy has been renewed.

Procedure for how to deal with a comment that a child has made which gives cause for concern or a full disclosure of abuse;

Do's:

- **Listen** and treat any allegations seriously, ensuring that the child understands that you believe what they are saying and confirming that they are right to bring this to your attention and talking about it to a responsible adult.
- **Reassure** the child that they are in no way to blame for the actions of others and tell them of the next steps and why you may be informing others (manager, DSL).
- **Record** – making precise notes on your conversation with the child, date and time of the report and include actions taken on a welfare concern form.
- **Take appropriate action**- passing the information onto the manager /DSL immediately.
- **Seek support** –never deal with a disclosure alone, always seek support and guidance from the pre-school manager/DSL.

Don't

- **Promise not to tell anyone** – you will need to share a child protection concern with the manager/DSL.
- **Ask leading questions**-_this could jeopardize later court actions.
- **Express doubt or disbelief**-_reassure the child that they were right to tell you.
- **Assume someone else will deal with it**_always act! You may be the only person this child has shared this information with.

The preschool manager, on notification of a disclosure, will then follow from step 3 as detailed below-procedure for suspected abuse.



Procedure for suspected abuse.

Where a concern is expressed about a child in the setting due to;

- Significant change in their behaviour
- Deterioration in their general wellbeing
- Unexplained bruising, marks or signs of possible abuse
- Neglect.

The following steps will be taken;

1. Child's behaviour or appearance gives rise for concern.
2. Record observations on a Welfare Concern Form, and complete a chronological form. In addition ensure medical attention is provided (if required) bring concerns to the attention of the manager/DSL as soon as possible.
3. The manager/DSL will look at the situation during the session or no later than the end of the day. Depending on the nature and seriousness of the concern the Manager/DSL will make the decision to either;
 - a. Obtain further information-consulting with others within the team, partners and parents where appropriate. With low level concerns, we will seek to help and support parents in any way possible. - These concerns and follow up conversations will be written down on a Welfare Concern Form and filed in a locked cupboard.
 - b. Monitor the situation-where this is agreed the course of action the monitoring period must be time limited, appropriate and with a review date.
 - c. Refer directly to SPOA and Children's services (and the police if a criminal act has occurred).
4. Where a referral is to be made, the manager/DSL will discuss the concern with the parent/carer and seek agreement for the referral-unless, in the case of significant harm, where the delay to seek agreement to refer may result in further harm to the child or where sexual abuse is suspected.
 - a. Records will be kept confidentially and only shared with authorized others, on a need to know basis. A telephone referral to Children's Services will be followed up in writing within 48 hours. As with low level concerns, all concerns (including those that are referred to SPOA) will also be recorded in the same way, with follow up conversations and actions recorded. - The incident forms will be completed by the practitioner who raises the concern, with support of the DSL. It will likely be most appropriate for the DSL to record the follow up conversation and actions details based on the action taken.

If there are any doubts then the DSL/Manager will seek advice from SPOA as how to support those involved and manage the concern.



Allegation Management, staff or volunteer

Procedure to follow when an allegation or concern about a member of staff or volunteer who has;

- behaved inappropriately in a way that has or may have harmed a child or
- possibly committed a criminal offence against a child or
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children.

Initial action by the person receiving or identifying an allegation or concern

The person to whom an allegation or concern is first reported should treat the matter seriously and keep an open mind. He or she should not:

- investigate or ask leading questions if seeking clarification;
- make assumptions or offer alternative explanations; or
- promise confidentiality, but assurance that the information will only be shared on need to know basis

He or she should:

Make a written record of the information (where possible in the child's own words) including time, date, and place of incident, persons present and what was said;

Sign and date the written record; and

Immediately report the matter to the manager/DSL who will ensure that the child is protected, seek medical attention if required. **(or if the DSL is the subject of the complaint then the matter should be reported to the Trustees).**

Initial action by DSL

When informed of a concern or allegation, the DSL should not investigate the matter or interview the member of staff, child concerned or potential witnesses.

He/she should:

- obtain written details of the concern/allegation, signed and dated by the person who received the allegation(not the child/adult making the allegation);
- countersign and date the written details;
- record any information about times, dates and location of incident and names of any potential witnesses; and
- Record discussions about the child and/or member of staff, any decisions made, and the reasons for those decisions.

DSL to inform the Local Authority Designated officer for Allegations Management (LADO) via Single Point of Advice (SPoA) Mon-Thurs 8.30am-5pm and Fri 8.30am-4.30pm. Phone: 01323 464222

Email: 0-19.SPOA@eastsussex.gov.uk or 0-19.SPOA@eastsussex.gcsx.gov.uk (this is the secure email)

Out of Hours Emergency Duty Services - Social Care Service - Children's services: 01273 335905/6

Failing this, contact the LADO directly on 01323 466606,



- immediately who will advise on how to proceed to the next stage. This will be either to deal with in the settings disciplinary procedures or within a multi agency approach.
- If the parents/carers of the child concerned are not already aware of the allegation the LADO will also advise how and by whom they should be informed.
- DSL to inform the accused person about the allegation and suspend them on full pay (LADO will agree what information can be disclosed to the person).
- In addition LADO the DSL will inform OFSTED of the allegations as soon as possible but at the latest within 14 days of the allegations being made.
- DSL to keep Local Safeguarding Partners informed at all stages.

Dealing with allegations with settings disciplinary procedures

- The reasoning and advice given by the LADO will be recorded
- Timescales set out in Procedures for WTSC and in the settings disciplinary procedures must be complied with-appropriate action taken within 3 working days in non formal disciplinary or within 15 working days if disciplinary hearing is required
- The DSL will inform the LADO and Ofsted of the outcome of the investigation
- Records will be kept on the appropriate forms in the organizations confidential files and retained for 10 years (or until the accused normal retirement age is reached, whichever is the sooner).

Dealing with allegation multi agency approach.

- Where the LADO decides the allegation needs to proceed to an allegation strategy meeting/discussion/s he will convene this in accordance with guidance set out in 'procedures for WTSC
- If it is decided at the strategy meetings/discussion that either the police and /or children's social care are to undertake enquiries or investigations the progress of these enquiries should be reported back to the employer and the LADO
- At the completion of the police and /or children's social care investigations the final strategy discussion should:
- Ensure that the accused staff member/vol has been informed of the outcomes
- Enable the investigation officer an opportunity to summarize the action taken, people interviewed and
- Offer a professional judgment on whether the allegation fell into one of the following categories:
- **Substantiated**- one which is supported or established by evidence or proof
- **Unsubstantiated**- not the same as a false allegation, it simple means that there is insufficient identifiable evidence to prove or disprove the allegation.
- **Unfounded**-this indicates that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances. For an allegation to be classified as unfounded, it will be necessary to have evidence to disprove the allegation.
- **Deliberately invented or malicious**- this implies a deliberate act to deceive. For an allegation to be classified as malicious, it will necessary to have evidence, which proves this intention.
- This information should be recorded and given as a written record to the employer and the LADO.



At all times Netherfield Pre-school will seek to keep the member of staff informed about the progress and the outcome of any investigation and the implications for any disciplinary or related process.

Every effort will be made to maintain confidentiality and guard against publicly while the allegation is being investigated or considered. Apart from keeping the child, Parents and accused person up to date with the progress of the case, information should be restricted to those who have a need to know in order to protect children, facilitate enquiries, manage related disciplinary or suitability processes. When dealing with an allegation the DSL will refer to Allegations Against People who Work with, Care for or Volunteer with Children, for procedures for managing allegations against people who work with children for further information and guidance:

<https://sussexchildprotection.procedures.org.uk/tkhp/children-in-specific-circumstances/allegations-against-people-who-work-with-care-for-or-volunteer-with-children>



1.2 Safeguarding Children Policies and Procedures – Mobile Phones, Cameras and Photographs

The purpose and importance of mobile phone policy.

Netherfield Pre-school recognizes that staff may need to have access to mobile phones on site during the working day. However, there have been a number of queries raised within the local authority and nationally regarding the use of mobile phones and other devices in educational settings.

The concerns are mainly based around these issues:

Staff being distracted from their work with children

The use of mobile phones around children

Using mobile phones to take photographs of the children.

Ensuring the Safe and Appropriate Use of Mobile phones.

Netherfield Pre-school allows staff to bring mobile phones to work for their own personal use. However they must be kept in a locked box in the office or staff locker at all times and are not allowed to be used in the rooms, toilets or any play areas. If staff fail to comply with this guidance disciplinary action will be taken in accordance with the Netherfield contract and policy. Staff must make sure there is no inappropriate or illegal content on the device. Mobile phone technology may not be used to take photographs anywhere within the pre-school grounds. There are digital devices available with the pre-school and only these should be used to record visual information within the consent criteria guidelines of the local authority and the preschool policies.

Members of staff may only contact a parent/carer on the preschool land line phone. When children undertake a trip mobile phone use by adult leaders should be limited to the preschool office or the place to be visited, except in emergencies and then only by approved telephones.

Use of mobile phones for volunteers, visitor and students.

Upon their initial visit volunteers, visitors and students are given information informing them they are not permitted to use mobile phones on the premises. If they wish to make or take an emergency call they may use the land line phone in the office. Students, visitors or volunteers are forbidden to take photographs of children without the permission of the manager or deputy manager.

Cameras

- Only the pre-school iPads/ cameras are to be used to take photographs or video footage of the children and their achievements.
- All staff are responsible for the location of the iPads/ cameras on a day to day basis.
- The iPads will be encrypted with passcodes at all times and only unlocked by staff.

Smart Watches

- Smart watches with built-in camera will not be worn in the setting at all.



- Practitioners with smart watches will have the choice to turn off all notifications whilst in the setting with the children, or, keep the watch locked in the mobile phone box.

Events

- During events that parents attend such as Sports Day, parents will be allowed to use their own personal camera/video equipment to take photographs or videos of their own children. This will be made clear to all parents at the event.
- It is not an offence to take appropriate photographs in a public place.
- If the Preschool Management have serious concerns about a possible child protection issue relating to the recording of images then we will call the Police. This action should only be taken where we believe that someone may be acting unlawfully or putting a child at risk.

It is sometimes unavoidable for other children to be kept out of these photographs/video at such events. The pre-school manager will make this known at the beginning of each event, and if any parent/carer objects to the use of personal equipment, this will be respected and personal equipment will not be permitted.

Parents will be asked not to put photographs or images on social networking sites.

Photographs

Netherfield Pre-school will:

- Share the guidance on taking images with all parents and carers when their children join our pre-school.
- Ensure the preschool has parental consent to use a child's image if it is to be used in the public domain e.g. Netherfield Pre-school website or advertising.
- Ensure that any child who is under care proceedings, is protected by ensuring that their image is not placed in the public domain. This can be done by using a Consent Form, so that parents/carers can identify whether this applies to children in their care.
- Seek consent from parents (via our Consent Form) to state whether they are prepared for their child to feature in a photograph with another child. For example, two children playing co-operatively which will be published on both of their Tapestry accounts.

Netherfield Pre-school Will Not:

- Publish photographs with the full name(s) of the individual(s) featured.
- Publish images of the children on our Facebook Page unless consent is given in writing on our consent form. Even then we avoid publishing images of children.
- Use an image for something other than that which it was initially agreed.



1.3 Safeguarding Children Policies and Procedures – Key Person

The role of the key person and settling-in

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

- We allocate a key person before the child starts.
- In some settings where a home visit is carried out before the child starts, this is done by the manager and the key person.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.



- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete, with —his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the One, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the few sessions, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.



The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.
- Settings should take guidance from their local authority as to when the progress check at age two is completed; if no such guidance is provided, the progress check is completed when the child is between 26 and 30 months old. The child should be attending the setting for at least 1 term before the check is completed.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Once the timing of the child's progress check is confirmed, parents are invited to discuss their child's progress at a mutually convenient time.
- The setting must seek to engage both parents and make allowance for parents who do not live with their child to be involved.

Completing the progress check at age two

- On-going observational assessment informs the progress check and must be referred to.
- Children's contributions are included in the report. Staff must be 'tuned in' to the ways in which very young children, or those with speech or other developmental delay or disability, communicate/
- Where any concerns about a child's learning and development are raised these are discussed with the parents, the SENCo and the setting manager.
- If concerns arise about a child's welfare, they must be addressed through 'Safeguarding children, young people and vulnerable adults procedures'.
- The key person must be clear about the aims of the progress check as follows:
 - to review a child's development in the three prime areas of the EYFS
 - to ensure that parents have a clear picture of their child's development
 - to enable educators to understand the child's needs and, with support from educators, enhance development at home
 - note areas where a child is progressing well and identify any areas where progress is less than expected
 - describe actions the provider intends to take to address any developmental concerns (working with other professionals as appropriate)

Further Key person responsibilities

- The key person is responsible for completing their key children's Integrated Progress Reviews and their Transition to School Document before the child moves on to primary school. Both reviews will be conducted with the child's parents/carers.
- It is also the responsibility of the key person to share these documents with other relevant professionals, alongside the Pre-School Manager.
- The key person will share relevant information with other settings and professionals when appropriate or



asked to do so by a senior member of staff.

- The key person will discuss any concerns they may have with the pre-school management so that advice can be sought, and action taken to ensure the wellbeing of the child is maintained.
- If a child from the key person's group is in receipt of EYPP, the key person will work alongside the pre-school manager to identify areas of need. For example, the key person may identify equipment or resources that could be used in the home and setting to accelerate development. The key person will explain to the parents/carers how to use the resources and will liaise regularly on progress made.



1.4 Safeguarding Children Policies and Procedures - Child Protection

Children's rights and entitlement.

Policy statement

- We promote children's rights to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their language spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's rights to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote children's rights to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peer, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

What it means to promote children's rights and entitlement to be 'strong, resilient and listened to'.

To be strong means to be:

- Secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- Safe and valued as individuals in their families and in relationships beyond the family, in the setting;
- Self-assured and form a positive sense of themselves-including all aspects of their identity and culture;
- Included equally and belong in the setting and community life;
- Confident in their abilities and proud of their achievements;
- Progressing optimally in all aspects of their learning and development;
- Part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- Able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

- To be sure of their self-worth and dignity;
- To be able to be assertive and state their needs effectively;
- To be able to overcome difficulties and problems;



- Be positive in their outlook on life;
- To be able to cope with challenge and change;
- Have a sense of justice towards themselves and others;
- Develop a sense of responsibility towards themselves and others; and
- be able to represent themselves and others in key decision making processes.

To be listened to means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feeling and ideas;
- adults who are close to children are able to tune in to their verbal, sign, body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to respond appropriately and , when required, act upon their understanding of what children express and communicate; and
- Adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of key services.



1.5 Safeguarding Children Policies and Procedures - Looked after children

Policy statement

Netherfield Pre-school is committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision is committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back with their natural parent(s).

At Netherfield Pre-school we recognise that children who are being looked after have often experienced traumatic situations, physical emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken into the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works.

We place emphasis on promoting children's rights to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on two important concepts, attachment and resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

Principles

- The term 'looked after' child denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We offer places to two year old children who are in care. In such cases the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer.
- We offer places for funded three and four year olds who are in care to ensure they receive their entitlement to early education.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.



Procedures

- The designated person for looked after children is the designated child protection officer/coordinator.
- Every child is allocated a key person before they start and this is no different for the looked after child. The designated person ensures that the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The settling in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed.
- Regular contact with the child's social worker through planned meetings that will include the foster carer and any other professional involved in the child's life.



1.6 Safeguarding Children Policies and Procedures - Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

At Netherfield Pre-school we inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their child will be cared for properly.

Procedures

Parents of children starting at the setting are asked to provide the following specific information which is recorded on our registration form:

Home address and telephone number.

Mobile telephone number

Names and contact details of adults who are authorised by the parents to collect their child from the setting, for example a child-minder or grandparent.

Who has parental responsibility for the child.

Information about any person who does not have legal access to the child.

On occasions when parents are unable to collect their child, they provide us with details of the person who will be collecting the child. We will agree with parents how to identify the person who is to collect their child.

Parents are informed that if they are not able to collect their child as planned, they must inform us by telephone. We provide parents with our contact telephone number.

We inform parents that we apply our child protection procedures in the event that their children are not collected by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.

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

The diary is checked for any information about changes to the normal collection routines.

If no information is available, parents/carers are contacted at home or at work.

If this is unsuccessful the adults on the registration form, authorised to collect the child from the setting, are contacted.



All reasonable attempts are made to contact the parents or nominated carers.

The child does not leave the setting with anyone other than those named on the Registration Form.

If no-one collects the child after the setting has closed and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.

We contact our local authority children's social care team:

The child stays at the setting in the care of two fully vetted workers until the child is safely collected either by the parents or by a social care worker.

Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.

Under no circumstances will staff go to look for a parent, nor do they take the child home with them.

A full written report of the incident is recorded in the child's file.

Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

Ofsted may be informed.



1.7 Safeguarding Children Policies and Procedures - Missing child

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

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing, the key person/staff alerts the setting leader.
- The setting leader calls the police and reports the child as missing and then calls the parent.
- The setting leader will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The setting leader talks to the staff to find out when and where the child was last seen and records this.
- The setting leader contacts the chair, director or owner and reports the incident. The chair, director or owner comes to the setting immediately to carry out an investigation, with the management team where appropriate.

Child going missing on an outing

This describes what to do when staff have taken a small group on an outing, leaving the setting leader and/or other staff back in the setting. If the setting leader has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity, but does not search beyond that.
- The setting leader or manager is contacted immediately (if not on the outing) and the incident is recorded.
- The setting leader contacts the police and reports the child as missing.
- The setting leader contacts the parent, who makes their way to the setting.
- Staff take the remaining children back to the setting.
- In an indoor venue the staff contact the venue's security who handle the search and contact the police if the child is not found.
- The setting leader contacts the chair and reports the incident. The chair comes to the setting immediately to carry out an investigation. The setting leader may be advised to stay at the setting until the police arrive.



The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The setting leader together with a representative of the management team, speaks with the parent(s).
- The chair, director or owner, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing: -
The date and time of the report.
What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
When the child was last seen in the group/outing.
What has taken place in the group or outing since the child went missing.
The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents Policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that staff under investigation are not only fairly treated, but receive support while feeling vulnerable.
- The parents will feel angry and fraught. They may want to blame staff and may single out one staff member over others; when dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the chairperson of the Trustees.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in



front of them. They should answer children's questions honestly, but also reassure them.

- In accordance with the severity of the final outcome staff may need counseling and support. If a child is not found, or is injured, or worse, this will be a difficult time. The chair person and manager will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.



1.8 Safeguarding Children Policies and Procedures - Suitable people and safer recruitment

Employment

(Including suitability, contingency plans, training and development)

Policy statement

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff are appropriately qualified, and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements. Our job advertisements and application packs make explicit reference to the organisations commitment to safeguarding children, including compliance with disclosure and barring regulations and clear statements in the job description and person specification about the employee's safeguarding responsibilities. Staff involved in recruitment are suitable trained; for example at least one member on the short listing and interview panel will have completed safer recruitment training.

Procedures

Vetting and staff selection

All staff members who have contact with children, young people and families must be properly selected and have appropriate checks in line with current legislation. Therefore:

- We use application forms (CVs are read and explored further, however they are not accepted).
- We have a minimum of two people checking for any gaps in employment history and explore these gaps during interview.
- We check identity by asking for appropriate documentation, e.g. passport, driving licence or similar.
- We check that qualifications are valid by asking for certificates.
- We check previous employment history.
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions, which set out their staff roles and responsibilities.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children - whether received before, or at any time during, their employment with us.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Criminal Records Bureau for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) for the vetting and barring scheme. This includes always taking up references. At least one reference must be from a previous employer; specifically asking if there have been any concerns or allegations about the applicant's behavior towards children or any disciplinary action and confirm with the referee the



applicant's responsibilities. This is compared with the information from the applicant; any inconsistencies or concerns regarding the information provided in a personal reference must be followed up directly with the referee.

- We make sure that the appropriate type of criminal record check from the Disclosure and Barring Service (DBS) is carried out for all eligible staff, e.g. enhanced DBS check for regulated activities involving children. The person in question will not have unsupervised contact with any children until the DBS has been returned and confirmed suitably clear.
- Interviews are always face to face.
- We ensure that any concerns arising from the applicant's medical reference are followed up directly with the applicant and with the employee's doctor.
- We seek to explore at the interview the applicant's attitudes towards children and young people, their motivation for pursuing the role and managing boundaries. Applicants who are considered suitable will be invited to visit the setting to carry out an activity with the children and engage with them in play.
- References will be requested from the details provided on the application form.
- At least one of these references will be from a previous employer. They will be specifically asked if there have been previous concerns or allegation towards the applicant regarding their behaviour towards children.
- A follow up telephone call will be made to the referee to ensure the reference has come from a legitimate source
- Validity of qualifications will be checked by asking the applicant to provide certificates.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.

Disqualification

- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Changes to staff

- We inform Ofsted of any changes to the person responsible for our setting.

Training and staff development

- Our setting manager is a Qualified Early Years Teacher with a first class BA Honours Degree in



Professional Studies of Learning and Development. Both Deputy Managers hold the CACHE Level 3 Diploma in for the Children and Young People's workforce or an equivalent or higher qualification, making a minimum of half of our staff with the CACHE NVQ level 3 or equivalent qualification in Early Years Education.

- We provide regular in-service training to all staff through outside agencies and encourage all staff to attend training throughout the year with the local authority.
- We provide staff induction training during the first week of employment. The new member of staff will work alongside an experienced member of staff. This includes an introduction to our policies and procedures.
- Liaison over first few weeks will take place, ensuring the new staff member is happy and settling into role, and that the management are satisfied with their involvement and progression.
- The new staff member's progress will be officially reviewed after three months, in line with end of probationary period of employment.
- Existing staff members who progress into new roles with increased responsibility will also be subject to the three-month probationary period. For clarification, this could be if a practitioner progresses from general practitioner to a keyperson (see keyperson policy).
- Mentoring will continue for any staff if deemed necessary ie. staff that move into a higher responsibility role, or for a member of staff who may need support within their existing role. Mentoring will consist of working alongside/ or checking in with, a designated member of staff, and regular meetings (i.e. monthly/termly) with the pre-school manager so that the member of staff feels supported within their role.
- We support the work of staff by holding regular supervision meetings and appraisals. Before and after sessions there is time for regular reviews and reflection on practice, children and the environment. These form part of our peer on peer observations and striving to meet individual needs and provide a happy, warm, safe and stimulating environment. During sessions, staff are encouraged to support each other's practice in a timely manner, i.e, when a child is displaying behaviour that challenges and a member of staff has tried several strategies unsuccessfully. Another member of staff can gauge when and how to support them both. This may be, standing closeby, unobserved by the child and offering words and instructions for them to say to the child. This unobtrusive support, when successful, can help prevent the behaviour from escalating further, it gives the member of staff new strategies and helps to strengthen the relationship between them and the child.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Supervision

- Staff supervision sessions will take place usually once per full term (three times) throughout the academic year.
- Support, coaching and training will be paramount within supervision sessions to foster a culture of a continuing strive for professional development, support and team work.
- Supervision sessions will give practitioners the opportunity to speak with the pre-school manager in confidence about sensitive issues, including: matters concerning children's development or



wellbeing/welfare, solutions to any issues previously or currently arising, coaching for performance/effectiveness and such like.

- Individual training needs will be discussed, and a manageable list of desirable courses and/or learning opportunities will be recorded.
- Annually, each practitioner will be asked to sign a declaration to declare that they have not breached any terms that would affect their suitability to work with children.
- At the end of each supervision session every practitioner will be asked to sign to declare that there has not been a change of circumstance that would breach the declaration.
- In line with update to the Disqualification Under the Childcare Act 2006 in August 2018, practitioners will no longer be disqualified through association.

Appraisals

- Individual staff appraisals will be conducted annually.
- Long term targets from the previous year will be reviewed and discussed. If it is the practitioners first appraisal, initial targets will be set.
- Each target will be individual to the practitioner in question, taking into consideration their job role and individual development etc.
- Previous mentoring documents and/or supervision documents will be drawn upon if necessary to discuss practitioner performance.
- It is expected that both the manager and practitioner keep in mind the practitioners set targets throughout the year, to ensure they are achieved or worked towards to the best of their ability.

Staff taking medication/other substances.

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

Managing staff absences and contingency plans for emergencies.

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



1.9 Safeguarding Children Policies and Procedures - Student placements

Policy Statement

This setting recognizes that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience. We aim to provide for students on placement with us experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Procedures

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have DBS checks carried out.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfill the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organized and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.



1.10 Safeguarding Children Policies and Procedures - Social Networking Policy

Staff at Netherfield Pre-school should not download images containing photographs of children from the setting or any images which may identify the setting in any way. Staff should not publish details of the setting.

Staff should always be aware of their responsibilities when accessing any social networking site.

Any disclosures impacting on the children's welfare should be dealt with in accordance with the setting's policies and procedures.

Staff should be conscious at all times of the need to keep personal and professional lives separate. Staff should not put themselves in a position where there is conflict between their job and their personal interests.

Staff should not discuss any child in the setting or their families on a social networking site. This is breach of the confidentiality policy of the setting and could result in dismissal.



1.11 Safeguarding Children Policies and Procedures - Prevent Duty and Promoting Fundamental British Values.

From the 1st July 2015 all schools, registered early years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” This is duty is known as the *Prevent Duty*.

EYFS key themes and commitments

Procedures

Safeguarding is at the heart of everything we do, therefore to ensure that we adhere to and achieve the requirements of Prevent Duty, we will;

- Provide appropriate training for staff as soon as possible, and ensure that they fully understand their duties. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- Build children’s resilience by promoting *fundamental British values*, enabling them to develop the courage and confidence to challenge extremist views. The EYFS sets standards for learning, development and care, which are embedded within children’s PSED, Communication development and Understanding the World.
- We will assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology. This will begin as we aim to develop respectful and open relationships with parents, using information gathered from registration forms, and our knowledge of families gained from home visits.
- We will ensure staff understand the possible risks so they can respond in an appropriate and proportionate way.
- We will be aware of the online risk of radicalisation through the use of social media and the internet.
- As with managing our safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour, demeanour or personality quickly.
- We will not carry out unnecessary intrusion into family life, but we will take action when we observe behaviour of concern. The key person approach means we already have a rapport with our families, so we are well-placed to notice any changes in behaviour, demeanour or personality quickly.
- We will work in partnership with our local LSCB for guidance and support.
- We will assist and advise families who raise concerns with us, in order to be able to signpost appropriate support mechanisms.
- We will ensure that our Designated Lead Practitioner in Safeguarding will undertake Prevent Duty awareness training (as a minimum) so that they can offer advice and support to other members of staff.



- We will ensure that any resources used in the pre-school are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.
- Staff will have an on-going and open discussion about their own beliefs around British values, and what they mean to staff, children and families using the setting, ensuring that there is a balance created between celebrating and respecting difference, whilst being aware of the dangers of radicalisation.

“Fundamental British Values”

For further information with regards to how the EYFS can help children and staff understand British Values and The Prevent Duty, please refer to sections Personal, Social and Emotional Development (PSED) and Understanding the World (UTW)

To help understand how this is put into practice on a daily basis at Netherfield Pre-school, a few examples are listed below:

Democracy: Making decisions together: PSED;

Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and opinions, and talk about their feelings. For example, saying when they do or do not need help.

When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

Staff can support the decisions that children make, and provide activities that involve turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are listened to and valued.

Rule of Law: Understanding rules matter: PSED

- Staff can ensure that children understand their own and other’s behaviours and its consequences, and to distinguish right from wrong.
- Staff can collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up and ensure all children understand rules apply to everyone.
-

Individual Liberty: Freedom for all: PSED & UTW

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. For example, allowing children to take risks on an obstacle course, mixing colours, or talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example, in a small group discuss how they feel about the transition from nursery to school.



Mutual Respect and Tolerance: treat others as you want to be treated: PSED & UTW

- Managers and leaders create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and other among families, faiths, communities, cultures and traditions and share practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other people's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable:

- Actively promoting intolerance of other faiths, cultures and races/
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community.
- Failure to challenge behaviours (whether this is staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
- That any child should be treated less favourably than other child, for any reason. All children and families will be treated with unconditional positive regard.

Reporting a Concern

- If a child is at immediate risk of harm, our safeguarding procedure will be followed - please see our 'Safeguarding: Role, Responsibilities and Procedures Policy'.
- If the DSL deems that there is not enough time to wait for a response from SPOA, i.e. the child is in immediate danger, then the police will be called immediately.
- If a child is not thought to be at immediate risk, and it is not an emergency, the DSL will:
 - Make a referral to Channel using the National Prevent Referral Form.
 - Make a referral to SPOA using a SOR Form.
 - Contact the local police force, or dial 101 to discuss the concern and gain advice.
 - Contact the Department for Education on 020 7340 7264 (dedicated extremism helpline)
 - The Department for Education via email:
counter.extremism@education.gsi.gov.uk



1.12 Safeguarding Children Policies and Procedures – Female Genital Mutilation (FGM)

Training

- All practitioners will complete Female Genital Mutilation (FGM) Training via the East Sussex Learning Portal.
- All practitioners will complete the assessment task, and their certificate of completion will be stored in the staff information folder.
- This training will be repeated for all every two years.

Vigilance

- All practitioners are responsible for remaining vigilant to FGM at all times.
- If a practitioner is concerned about a child's welfare with regards to FGM, they will speak to the DSL as soon as possible.
- As professionals we have a mandatory duty to report cases of FGM, known or suspected.

Reporting a Case

- If it is suspected that a child at risk of FGM, the DSL will contact the SPOA on 01323 464222 to seek advice.
- If the DSL deems that there is not enough time to wait for a response from SPOA, i.e. the child is in immediate danger, then the police will be called immediately.
- If it becomes apparent (through being informed or through observing physical evidence) that the child has been subject to FGM, the DSL will call the police immediately as a crime has been committed. The DSL will also send a SOR (Statement of Referral) through to SPOA via secure email.
- The DSL will work with the police, and follow any protocols and procedures necessary.



1.13 Safeguarding Children Policies and Procedures - Lockdown Policy and Procedures

Policy Statement

Netherfield Pre-school recognises the potentially serious risks to children, staff and visitors in harmful or emergency situations.

Our lockdown procedure may take place where there is a perceived risk of threat to Netherfield Pre-school, its staff, children, visitors or surrounding property.

Where possible, the pre-school will act to ensure the safety of all personnel in the setting in the following situations:

- In the event that unauthorised person(s) considered dangerous, are on the pre-school grounds/ or neighbouring school site.
- In instances including domestic breakdowns where estranged parties are attempting to abduct children.
- In instances where personnel, students, volunteers or staff from within the setting become a threat to the well-being of others.
- In emergency situations within the environs of the pre-school where there is potential risk from spills or poisonous fumes.

A lockdown will be initiated by alerting staff. The person identifying the risk will calmly, clearly and quietly alert the other staff to a Lockdown, while at the same time not necessarily agitating the trespasser, if that is the nature of the alert.

Lockdown procedures

Follow the **CLOSE** Procedure

Close all doors and windows

Lock up

Out of sight and minimise movement

Stay silent and avoid drawing any attention

Endure. Be aware that you may be in Lockdown for some time.

The following steps provide guidelines for staff, students and visitors in an emergency situation:

1. On hearing the lockdown signal the Pre-school Manager/Deputy will call for assistance – 999
2. Once the alarm is activated, immediately advise Netherfield CofE Primary School of the emergency situation including details of what is happening, where and who is involved.
3. Staff will lock the back door and draw blinds on all windows.
4. The person identifying the risk will calmly, clearly and quietly alert the other staff to a Lockdown, this will signal lockdown procedures to take effect immediately.

Lockdown –Roles and Responsibilities

Beforehand:

Manager:

1. Ensure that the Lockdown procedure is posted on the Main Notice board and other key locations.



2. Allocate key roles and ensure deputies for those staff in case of absence. Ensure the Lockdown Procedure is known by all staff at a frequency that reflects local risk assessment, and that children are encouraged to practice age appropriate scenarios but at minimum twice per year.
3. Update staff with information on emergency services exercises, disputes with parents/carers, custody cases, banning cases etc. on a regular basis.
4. Inform appropriate interested parties and parents/carers of the procedure they should follow in the event of a Lockdown e.g. If there is an incident, possibly a large fire in a nearby building/house or school, do not come to the establishment for your children as you may be putting yourself at risk. We will keep all our doors firmly shut. We will keep your children safe. Do not 'phone the Establishment as we will be using the telephone for communicating with the authorities. Listen to the Local Radio for further information' (also see During Lockdown 1)

All Staff:

On hearing the Lockdown signal: Staff identifying the emergency situation or risk will calmly, clearly and quietly alert the other staff to a Lockdown

STAFF OUTSIDE the building, without panic but with due urgency

1. Usher all inside to go to the main room, unless unsafe to do so when an alternative should be communicated.
2. Check that there are none who miss the signal as they are in 'hidden' areas etc.
3. Close and lock doors (ensure magnet is secure and manually locked) windows and other potential access points

STAFF INSIDE the building

1. Remain by external doors until they are locked and supervised (ensure magnet is secure and manually locked)
2. Take on allocated duties or proceed to own room
3. Lock external room's doors, close windows.
4. If smoke, noxious fumes etc., outside, turn off ventilation fans etc.
5. Move away from windows if appropriate and pull down blinds
6. Instruct the children to sit on the floor and keep them calm.
7. Collect medical box, register and mobile phone.
8. Do a head count immediately and register.
9. Ensure that everyone remains sitting quietly and out of sight.
10. No one should be allowed out of the room or safe area during a lockdown procedure.
11. Await further instructions or confirmation that the incident has concluded.

MANAGER (or person temporarily in charge):

1. Take command and control and ascertain cause of alert.
2. Ensure Emergency Services and if appropriate, security services are contacted.
3. Ensure that procedures have been activated and completed.
4. Receive headcount and situation reports.



5. Ensure occupants are moved away from potential hazards e.g. from the side of the building facing fire or potential explosion and in storms away from windows, canopies and tree areas.

During Lockdown:

MANAGER (or person temporarily in charge):

1. Agree activation of an appropriate response to anxious telephone calls with responding staff to include:

'Please do not come to the site, you may put yourself and those here at risk. We will keep all our doors, windows etc. firmly shut and occupants safe. If you insist on coming to the site we will not let you in'

NB: It will be necessary to have a contingency plan for those who ignore and challenge these instructions. The safety of yourself and the majority must be your prime concern. However, you may have to 'release' individuals in a manner that does not let potentially contaminated people or contamination in e.g. quickly allowing exit through controlled twin sets of downwind doors.

2. Liaise with Emergencies Services

After Lockdown:

MANAGER (or person temporarily in charge):

1. Liaise with Emergencies services regarding any necessary on-going support and actions.

Later:

MANAGER (or person temporarily in charge):

1. Review lessons learnt from incident with appropriate parties.



1.14 Safeguarding Children Policies and Procedures -Attendance Monitoring

Policy Statement

It is important that our records of children's attendance are accurately kept and regularly monitored to ensure that we can identify any potential problems and look for patterns. All managers and staff are alert to signs that children and learners who are missing might be at risk of abuse or neglect, and appropriate action is taken when children and learners stop attending.

We are aware that attendance is not statutory, but that non-attendance could be an indicator of other concerns. We are particularly aware of the need to monitor groups such as children who are in receipt of two year old funding, and those for whom we receive Early Years Pupil Premium, as these groups are considered to be vulnerable learners.

Procedures

- Children's attendance is monitored through daily registers. All absences and reasons given for them are recorded.
- Parents are asked to inform us in person or by phone, if their child will not be attending for any reason, as soon as possible. If we are not contacted, we will ask parents about absences on the child's return.
- All absences will be recorded, and frequent absences (50% attendance or less) will be investigated and further action or monitoring considered. We will always discuss our concerns with parents and endeavour to enable children to attend as regularly as possible.
- Absence is also monitored for the health and well-being of children, for example so that we are aware of outbreaks of illness which need to be investigated, or to warn parents of infections such as German measles.
- Monitoring attendance and use of government funded hours may be passed on at the local authority's request.
- If a child is missing from pre-school on several occasions or stops attending the setting with no explanation, staff are alert to the possibility of risk of abuse or neglect, and informs the DLS who will investigate and liaise with outside agencies.

Funded places;

- Two, three and four year old funding is provided through the local authority. This is public money and we feel that we have a duty to ensure it is used appropriately. If a place has been reserved but is being used for less than 50% of booked session, we reserve the right to offer that place to any child who may be on our waiting list, for example, a child who has been allocated two year old funding, but cannot take up a place because sessions are full. This way we can be sure to use the funding to its best effect.
- We would discuss reasons for absence with parents before retracting the funding offer, and make every effort to work with them to encourage them to increase attendance. Funding would only be withdrawn as a last resort, and at the end of a school term.



1.15 Safeguarding Children Policies and Procedures - Induction of staff, volunteers and managers

Policy statement

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

Procedures

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all staff and volunteers, including the trustees and fund raising committee.
 - Familiarising with the building, health and safety, and fire and evacuation procedures.
 - Ensuring our policies and procedures have been read and carried out.
 - Introduction to parents, especially parents of allocated key children where appropriate.
 - Details of the tasks and daily routines to be completed

The induction period lasts for two weeks. The manager inducts the new staff.

The chair person inducts new managers.

During the two week induction period the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.

Successful completion of the induction period forms part of the probationary period.



1.16 Safeguarding Children Policies and Procedures - First Aid

Policy statement

In our setting, staff are able to take action to apply first aid in the event of an accident involving a child or adult. All staff employed by Netherfield Pre-school working with the children are required to have first aid training and hold a current first aid certificate. This must be completed as part of the staff initial training programme. The first aid qualification includes first aid training for infants and young children. We aim to ensure that first aid training is local authority approved and is relevant to staff caring for young children. In house first aid refresher training will be given as a minimum on a yearly basis or more frequently as required.

Procedures: The first aid kit contains:

- Sterile adhesive dressing (individually wrapped) 40.
- Eye pad – sterile 4.
- Sterile triangular bandage 4.
- Safety pins 12.
- Scissors
- Tweezers
- Plasters(individually wrapped) assorted
- Sterile water
- Sterile medium dressing 8.
- Sterile large dressing 4.
- Non allergic waterproof adhesive tape.
- Disposable gloves
- Accident book
- 2 pairs of disposable gloves
- 1 plastic disposable apron
- A children forehead strip thermometer

The first aid box is easily accessible to adults and is kept out of reach of children.

No un-prescribed medication is given to children, parents or staff unless parental permission is granted.

At the time of each child's admission to the setting, parents' written permission for obtaining emergency medical advice or treatment is sought. Parents sign and date their written approval.

Parents sign a consent form at registration allowing staff to take their child to the nearest accident and emergency department to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.



1.17 Safeguarding Children Policies and Procedures - Whistle Blowing Policy

Policy Statement

At Netherfield Pre-School our staff members' views, feelings and opinions are respected and taken seriously in every situation. We are, as a setting, committed to tackling any malpractice or wrong doing and will deal with these disclosures with immediate effect. This policy is for all staff, students and volunteers (although volunteers are NOT covered by the Public Disclosure Act 1988) who are currently employed or have left our employment. The Act applies where a worker has a reasonable belief that their disclosure tends to show one or more of the following offences or breaches:

- A criminal offence,
- The breach of legal obligation,
- A miscarriage of justice,
- A danger to the environment, or
- Deliberate covering up of information tending to show any of the above.

Procedure

All concerns will be dealt with as soon as practically possible, ensuring the needs of the business and the safety of our children are always maintained.

Whistleblowing is the term used when someone who works with or for an organisation, wishes to raise concerns about malpractice in the organisation (for example, crimes, civil offences, miscarriages of justice, dangers to health and safety or the environment), and the cover up of any of these.

Whistleblowing is very different from a complaint or a grievance. It only applies when you have no vested interest and are acting as a witness to misconduct or malpractice that you have observed.

A complaint is more personal in that in most circumstances you or someone close to you, will have been affected by the issue concerned and you are seeking redress or justice for yourself. In these circumstances, because you have an interest in the outcome of the complaint, you would be expected to be able to prove your case; Ofsted has limited powers to deal with complaints.

A grievance is when an employee has a dispute about their own employment position. If you are an employee with a grievance, we recommend that you refer to your local procedures. Ofsted cannot take action over grievances.

The Public Interest Disclosure Act (PIDA) 1998, also known as the whistle blowing act is intended to promote internal and regulatory disclosures and encourage workplace accountability and self-regulation. The Act protects public interest by providing a remedy for individuals who suffer workplace reprisal for raising a genuine concern, whether it is a concern about child safeguarding and welfare systems, financial malpractice, danger, illegality or other wrong doing. The concern may relate to something that is happening or has happened in the past. Staff are



protected from reprisal if their concern is genuine and honest however you must be acting in the public interest and not for personal gain to be allowed this protection.

For more information on the Public Interest Disclosure Act (PIDA) 1998 please see www.pcaw.co.uk/law/uklegislation.htm

We at Netherfield Pre – School support measures that protect whistle-blowers from any form of victimisation. We have a procedure to ensure concerns are dealt with effectively and efficiently and will do all that we can to preserve the confidentiality of the person/s who has raised a concern.

If a member of staff, volunteer or student has a concern the procedure below should be followed:

- Firstly raise your concern with your manager; if you are unable to do this (possibly because your concern relates to them) your concern must be raised with Jenny Dudgeon (chair of Trustees).
- However if you feel that your concern is related to the running of the setting or for any other reason that you feel Jenny Dudgeon would not be the most appropriate person to deal with the concern then please feel free, at any time to contact an outside agency or the local authority for support and advice. Agencies that may be able to help you are OFSTED, an Early Years Consultant/Advisor, college or citizen advice.
- Concerns can be verbal or written.
- Write your concerns down clearly and include the background, history, names, dates and places and reason for the disclosure. When raising a concern the whistle - blower needs to demonstrate that they have an honest and reasonable suspicion that malpractice has occurred, is occurring or is likely to occur.
- If at any time during the process you are unhappy with the response you must seek independent help and support.
- It is advisable, in terms of both addressing the concern and securing their own protection as a whistle-blower, to raise this first with a body that that has some oversight of the work of the setting. This may be a governing body/committee, the local authority early years and childcare service, a national regulator such as Ofsted, or the student's educational establishment.
- If your concern is about an immediate or current risk to an individual child or children, it is important that you follow Local Children Safeguarding Boards (LSCB) Child protection procedures.

Who to contact

Ofsted – contact can be made as follows:

On their dedicated whistleblowing hotline:

0300 123 3155 (Monday to Friday from 8.00am to 6.00pm).

By email to the whistleblowing team – whistleblowing@ofsted.gov.uk.

By post: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD



Confidentially

All concerns, questions, requests for information, suggestions, complaints or grievances will be treated with confidentiality in mind and only staff members that have relevance to the situation will be informed. The senior team may well need to be made aware to maintain a consistent approach and to allow them the smooth running of the team. This will be assessed on each individual case. All concerns will be treated with confidence and every effort will be made not to reveal a staff members, volunteers or students identity. All outside agencies will have their own policies in relation to whistle blowing and will have reference to confidentiality within them. If requested, I am sure these policies will be presented.

All concerns raised within the remit of the above procedure will be assessed to determine if the confidentiality extends to withholding the name of the complainant. There shall be a substantial reason for doing so, such as a real risk of personal harm.

The complainant should be aware however, that their identity may be revealed by inference.

We at Netherfield Pre – School accept that deciding to report a concern can be very difficult and uncomfortable. If a member of staff, volunteer or student makes an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against him/her. If, however, a member of staff, volunteer or student makes an allegation frivolously, maliciously or for personal gain, disciplinary actions may be taken against them.



Appendix A

FRONT SHEET FOR WELFARE CONCERNS/CHILD PROTECTION FILE

Date file started				
Child's name (in full)			Date of birth	
Any other name/s by which the child is known				
Home address			Current address (if different)	
Home telephone number			Current telephone number (if different)	
FAMILY MEMBERS: PARENTS, STEP-PARENTS, CARERS				
Name	Relationship to child	Address	Parental responsibility for child?	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	
FAMILY MEMBERS: SIBLINGS				
Name	Address		Educational establishment	
None				
Are records held in the establishment relating to other connected children?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, which files are relevant?		
CONTACT DETAILS OF OTHER PROFESSIONALS				
Name	Agency/Role	Contact details (address and telephone)	Start date	End date



Legal Orders	Add type and start date			
Contact arrangements and restrictions to contact				
Details of plans relating to the child Type e.g. CP Plan Family Support Plan	Start date	End date	Category	



Appendix B CHRONOLOGY TEMPLATE

Date of Significant event	Information (Detail)	Source of information/ evidence (Name or document and where held)	Response or Outcome (Impact on child/risk/plan and action taken/agreements achieved)	Recorded by	Outstanding actions
<p>Example:</p> <p>01-01-2017</p> <p>Please delete before use.</p>	<p>Class teacher reported Annie Apple has become increasingly withdrawn and unable to concentrate</p>	<p>Welfare concern form placed on file</p>	<p>DSL requested teacher speak with parent at end of day to advise this has been noticed and whether any changes or concerns and update DSL after.</p> <p>DSL checked Children Index no agency involvement evident.</p>	<p>Ms Wise class teacher</p>	<p>Ms Wise to update DSL 01-01-2017</p>
<p>01-01-2017</p> <p>Please delete before use.</p>	<p>DSL and Ms Wise discussed parent information: Parent advises no changes at home no knowledge of why Annie is withdrawn</p>	<p>Ms Wise</p>	<p>DSL requests Ms Wise monitor Annie's presentation for ability to concentrate, mood and general wellbeing and review in one week, updating immediately if any significant change</p>	<p>DSL on Welfare concern form in file</p>	<p>DSL to review with MS Wise on 08-01-2017</p>
<p>08-01-2017</p> <p>Please delete before use.</p>	<p>DSL followed up Annie's progress with Ms Wise. Ms Wise advised continuing</p>	<p>Ms Wise</p>	<p>DSL ongoing monitoring for a further week, Ms Wise to provide opportunities for Annie to talk about any worries</p>	<p>DSL record on chronology</p>	<p>Ms Wise to provide opportunities for Annie to talk. DSL to review in one week 15-01-2017</p>



	<i>behaviours. Parent more withdrawn at collection and drop off.</i>				
11-01-2017 Please delete before use.	<i>Contact from Children's Social Care SPOA team worker Betty Smith seeking information. CS confirmed this was due to alleged physical assault of mother witnessed by Annie last night; police attended.</i>	<i>Betty Smith Children's Social Care</i>	<i>DSL shared information from child's school welfare file. CS advised due to nature of DA and disclosure of history of DA s47 Strategy meeting to be held 14-01-2017. Father not to collect child from school at this time</i>	<i>DSL record of information on welfare form and on chronology. Safety plan for child put in place, front sheet updated re contact and front desk, teacher and TA alerted. Individual child CP file started.</i>	<i>DSL to attend strategy meeting 14-01-2017.</i>



Appendix C

Netherfield Pre-school

CHILD PROTECTION /WELFARE CONCERN FORM

To be used to record low level concerns or serious child protection concerns requiring immediate response

Child's name			
Child's date of birth			
Staff member reporting incident name and position (print name)			
Date of incident (dd/mm/yyyy)		Time of incident	
Details of the incident Note the reasons for recording the incident. Ensure the following factual information is provided – who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. If offering a professional opinion provide context to substantiate the opinion. Attach a body map or other information, if appropriate.			
Reporting staff member's signature		Date	
Please pass this form to the your Safeguarding Lead Yve Puxty			



The Safeguarding Lead

The Safeguarding Lead should record their analysis of the impact of historic and known information, considering the chronology and current information relating to this incident or concern on the child's welfare.

Analysis and response to the incident/concern

Note actions planned and taken, including names of anyone to whom the information was passed.

Large empty rectangular box for recording analysis and response to the incident/concern.

Outcomes

Record outcomes of the actions taken and forward planning, including plan to review outcome and impact.

Large empty rectangular box for recording outcomes of the actions taken and forward planning.

Safeguarding Lead's name

Empty box for recording the Safeguarding Lead's name.

Safeguarding Lead's signature

Empty box for recording the Safeguarding Lead's signature.

Date

Empty box for recording the date.



CONTINUATION SHEET for additional information related to the original concern			
Details of the incident or information and updated analysis and planning			
Reporting staff member's signature		Date	
The Safeguarding Lead			
Analysis and response to the incident/concern			
Note actions planned and taken, including names of anyone to whom the information was passed..			
Outcomes			
Record outcomes of the actions taken and forward planning, including plan to review outcome and impact.			
Safeguarding Lead's signature		Date	

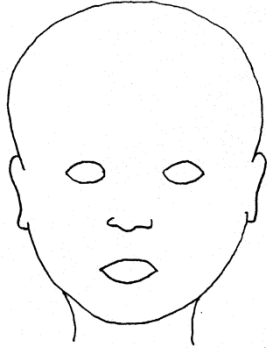


Appendix D

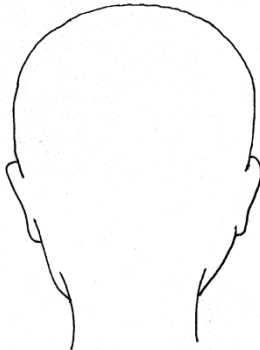
BODY MAP

Child's name		Child's date of birth	
Date of incident (dd/mm/yyyy)		Person completing body map	

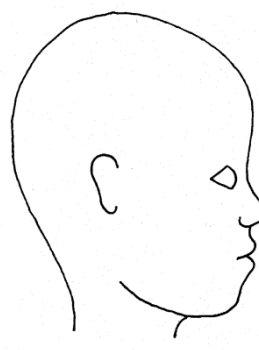
Detail size nature and any additional identifying features of injury



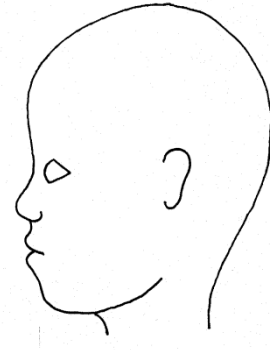
FRONT



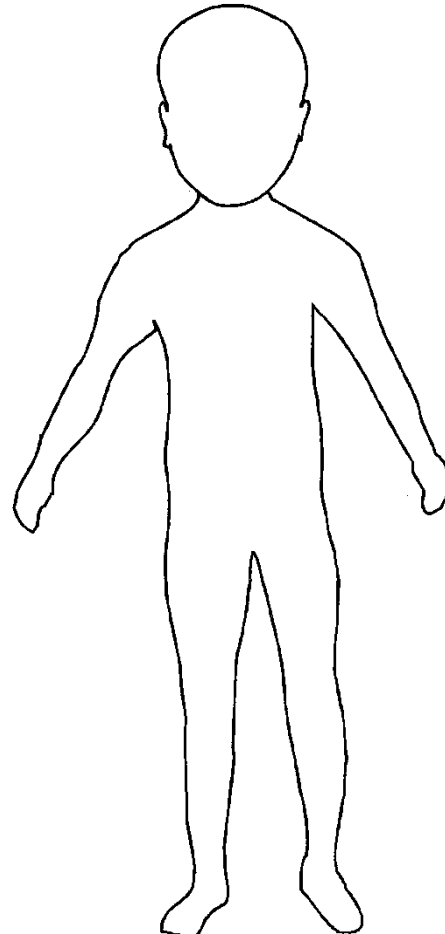
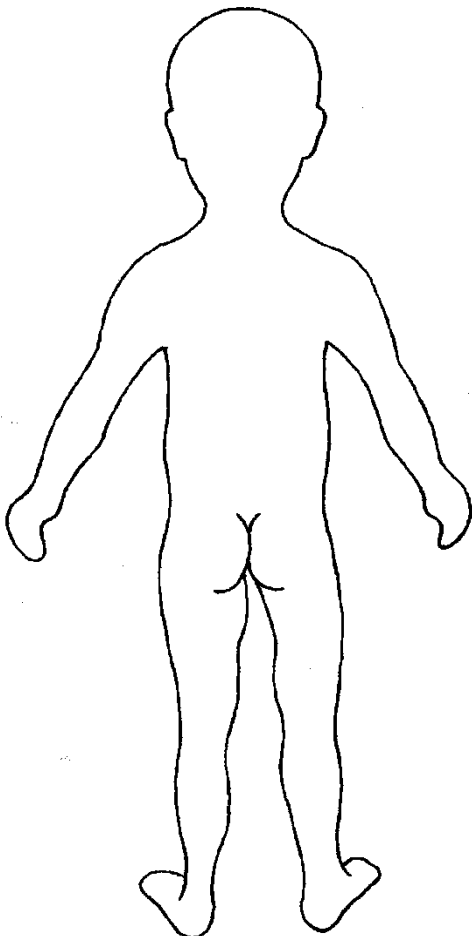
BACK



RIGHT



LEFT





Appendix E

Transfer receipt of Child Protection Records between Educational Establishments

Name of child.....

Date of Birth.....

Unique reference number

Name of originating school.....

Address of originating school

Name of Designated Safeguarding Lead originating School.....

Date child taken off role at originating school.....

Date file exchanged.....

Method of transfer (delete as appropriate) Exchanged by Hand/Post (Recorded Delivery)/Secure electronic transfer

Contents of file:

File contents	Number of documents/pages/date range	Any additional details
Any case synopsis or hand over notes		
Front sheet <i>(with relevant family and professional contact details)</i>		
Chronology		
Welfare concern forms		
Statements of referral to social care		
Assessments		
Referrals to other agencies		
Minutes of meetings		
Formal Child Plans <i>(Early Help/Child Protection/Health Care etc.)</i>		
Legal papers		
Intervention notes <i>(Thrive/therapeutic/attendance support etc.)</i>		

Name of receiving school.....

Address of receiving school

Name of Designated Safeguarding Lead (receiving school).....

Date child placed on role at receiving school.....

Date file received as outlined above.....

Signature of current Designated Safeguarding Lead



Appendix F

Netherfield Pre-school

CHILD PROTECTION INCIDENTS OR WELFARE CONCERNS

RECORDING AIDE MEMOIRE FOR STAFF

Safeguarding children is a task for everyone at Netherfield Pre-school.

All staff members at Netherfield Pre-school have an important role to play in helping to identify welfare concerns and possible indicators of abuse or neglect at an early stage.

For some children a one-off serious incident or concern may occur and you will have no doubt that this must be immediately recorded and reported. Most often, however, it is the accumulation of a number of small incidents, events or observations that provide the evidence of harm being caused to a child.

It is vital that any concern you have for a child's welfare, however, small is recorded and passed to our designated safeguarding lead.

Your designated safeguarding lead is

Yve Puxty
01424 838714

What should you do if you have concerns?

- ✓ **You must pass concerns to the designated safeguarding lead or another designated person in the Safeguarding Lead's absence, as soon as possible after they are identified and, where possible, before the child leaves for the day. It is important that the child is not sent home at the end of the day without taking the right protective action.**
- ✓ **The designated safeguarding lead is responsible for referring child protection concerns to Children's Social Care. Although the timing of referrals is based on assessed risk, it is expected that referrals will be made usually within one working day of recognition of risks. It is important, therefore, that the designated safeguarding lead is made aware of concerns as soon as possible.**
- ✓ **In the first instance, you could pass concerns to the Safeguarding Lead verbally, but you must follow this in writing. All concerns must be recorded on the welfare concern form.**
- ✓ **Do not keep any separate systems to note concerns. You must use the system detailed in this aide memoire. This is to ensure proper communication, collation, and storage of information and reduce the potential for fragmented record keeping.**



What is a child protection or welfare concern and when should you record and report it?

When there are any concerns that might indicate possible abuse or neglect, or that indicate a need for early help the concerns need to be recorded and passed to the designated safeguarding lead.

For example (this is not an exhaustive list):

- Physical presentation of the child
- Marks on the child's body or physical injuries
- Unusual or different/changed behaviour
- Behaviour not appropriate to the child's age or development
- Mood changes
- Statements, stories or drawings from the child
- Missing from the establishment or non-attendance without a reasonable explanation
- Information from others, including siblings, parent who does not have residence, friends, other children, members of the public, etc.
- Concerning parental behaviour towards the child
- Concerning letters, telephone calls or contacts from the parent to the establishment
- Direct disclosure or allegation made by the child

What should you record on the welfare form?

Basic information

- ✓ Full name and date of birth of child – in full do not use initials
- ✓ Your name and job title – in full do not use initials
- ✓ Date (include year!) and time of incident
- ✓ Full details of all other people involved

Details of concerns

Use the list in the box above as a guide and record as much information as possible. Pay particular attention to:

- ✓ Visible injuries or marks (use the body map provided)
 - ✓ General demeanour and appearance
 - ✓ Changes in behaviour and mood or changes in classroom functioning
 - ✓ Response to sport and physical education (PE)
 - ✓ Relationships with peers and adults
 - ✓ Statements made by the child, comments, stories, drawings
 - ✓ Parental behaviour, interest and comments
 - ✓ Patterns of non-attendance
 - ✓ Hearsay and nagging doubts you have about the child's safety and welfare
- Make sure the information is factual and any opinions are substantiated.
 - Use the child's own words when recording a direct disclosure.
 - Do not examine the child specifically for any physical marks or injuries - only do what you would normally do as part of your duties. Record only what you can see or the child has reported.
 - Record all the actions you have taken.
 - Make sure the details are legible before you pass the record to the Safeguarding Lead.



Actions for the Safeguarding Lead

When a welfare concern form is passed to you

- ✓ **Check that the form is sufficiently detailed.**
- ✓ **Check that it has been dated and signed by the staff member who reported the concern.**
- ✓ **If a body map has been completed or there are any other documents referred to in the record, ensure these are securely attached and are, where appropriate, dated and signed.**

Complete the ‘Analysis and response to the incident/concern’ section of the form

Record your analysis and response to every welfare concern form passed to you this should reflect the history of the child. The level of detail of this record will clearly depend on the nature and seriousness of the concern but may include:

- Requests to staff for monitoring of specific aspects of the child’s presentation, behaviour, attendance, etc. with a timescale for review
- Discussions and telephone calls, with colleagues, children and parents, with a record of full names and dates, any agreed actions
- Professional consultations and requests for information including a record of who was consulted (full name and job title) and dates consulted
- Letters sent and received
- Detail of action planning and date for review

Complete the ‘Outcomes’ section of the form

Record the outcomes of any responses or action you took, with dates, for

Example:

- Referral sent to Children’s Social Care or the police contacted
- Whether or not parental consent was obtained for sending the referral and the reason for referring without consent, i.e. the child is at risk of significant harm
- Contact from Children’s Social Care or police in response to the referral, including contact with the child
- Strategy discussion or meeting under child protection procedures and the establishment’s involvement, if invited, e.g. who took part, when and any outcomes
- Details of referral sent to other agencies and contact from other agencies in response to referral, including contact with the child
- Appointments for child with other agencies
- Impact of any interventions, including date reviewed and reassessment analysis
-

Update the chronology

Update the chronology with brief details of the concern, the response, outcomes and future actions and review dates. Continue to use the chronology to record activity and relevant information.

Update the child’s file as new documents are produced or received

File all copies of referrals sent, letters sent and received, minutes of strategy discussions and child protection conferences and any other relevant documents in the child’s file.

Cross-reference to files for other children in the family

Update the chronology in each child’s file and ensuring relevant documents are copied across to each file.



Appendix E

Transfer receipt of Child Protection Records between Educational Establishments

Name of child.....

Date of Birth.....

Unique reference number

Name of originating school.....

Address of originating school

Name of Designated Safeguarding Lead originating School.....

Date child taken off role at originating school.....

Date file exchanged.....

Method of transfer (delete as appropriate) Exchanged by Hand/Post (Recorded Delivery)/Secure electronic transfer

Contents of file:

File contents	Number of documents/pages/date range	Any additional details
Any case synopsis or hand over notes		
Front sheet <i>(with relevant family and professional contact details)</i>		
Chronology		
Welfare concern forms		
Statements of referral to social care		
Assessments		
Referrals to other agencies		
Minutes of meetings		
Formal Child Plans <i>(Early Help/Child Protection/Health Care etc.)</i>		
Legal papers		
Intervention notes <i>(Thrive/therapeutic/attendance support etc.)</i>		

Name of receiving school.....

Address of receiving school

Name of Designated Safeguarding Lead (receiving school).....

Date child placed on role at receiving school.....

Date file received as outlined above.....

Signature of current Designated Safeguarding Lead



2. Health and safety

2.1 Health and safety - Fire Procedure

In the event of a fire it is the first duty of all concerned to prevent injury or loss of life. Therefore, every adult should make certain that they are familiar with all means of escape, positions of fire blankets and extinguishers.

The manager or person in charge will hold a fire drill, practice daily for one week **at least** once per term. This information will then be entered in the register indicating when the fire drills were held, together with a note detailing how long it took to evacuate the premises.

Fire doors are clearly marked, never obstructed and easily opened from the inside.

Smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.

Our emergency fire evacuation procedures are clearly displayed in the premises;

Explained to new members of staff and students, volunteers and parents.

Records of fire drills are kept and fire alarm checks.

Emergency evacuation procedure.

If a fire is discovered or reported:-

- Raise the alarm by shouting FIRE loudly
- Evacuate the children by the nearest available exit
- Check toilets
- Close any door you go through to contain the fire
- Assemble at designated assembly point
- Call register and record results
- Call fire brigade
- Only re-enter the building when instructed to do so by the fire brigade.



2.2 Health and safety - Safety, Health and Hygiene

Policy Statement

Netherfield Pre-school aims to provide a safe, healthy and hygienic environment for children and adults.

In order to avoid the risk of accidents we maintain safety by following these safety procedures:-

Procedures

- Children will always be supervised by a responsible member of staff and will be kept out of kitchens or any areas where hazardous materials are kept.
 - The beginning and end of sessions will be closely monitored and children will be marked at the time they arrive and leave. Children will only leave with an authorized and known adult whose name has been provided by the parents or whom the parents have designated to collect their child that day by signing the collection register.
 - Adults and visitors will also be entered on the register.
 - Safety checks will be carried out in the premises, both indoors and outdoors before every session.
 - Fire extinguishers will be checked annually, adults will know how to use them.
 - Fire doors will never be obstructed.
 - Fire drill will be carried out at least once per term and recorded- see policy.
 - Procedures for fire/evacuation drills will be known by the adults in the setting.
 - All adults involved will know the procedures for entrances and exits and adhere to these at all times.
 - Windows, sockets, heaters potentially dangerous materials and layout of activities and equipment (indoors and outdoors) will be closely supervised to remove or minimize hazards.
 - Trips and outings will use an adult ratio of 1:2
 - Equipment and activities available to children will take account of safety and the children’s age and development.
 - At least one member of staff at each session will have first aid training for children and babies.
 - Every adult will know the location of the first aid box and the accident book.
 - The first aid box will contain the following as given in The Health and Safety First Aid Regulations 1981:- (as a minimum).
- | | | |
|--|--|----------------------------|
| • Sterile adhesive dressing (individually wrapped) 40. | | Eye pad – sterile 4. |
| • Sterile triangular bandage 4. | Safety pins 12. | Scissors |
| • Tweezers | Sterile water | sterile medium dressing 8. |
| • Sterile large dressing 4. | Non allergic waterproof adhesive tape. | |
| • Disposable gloves | Accident book | |



2.3 Health and safety - Promoting Health and hygiene

Managing children with allergies, or who are sick or infectious

(Including reporting notifiable diseases)

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

Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the registration form.
- If a child has an allergy, a risk assessment form is completed to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
 - The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).
 - Control measures – such as how the child can be prevented from contact with the allergen.
 - Review.
- This form is kept in the child's personal file and a copy is displayed where staff can see it.
- Parents train staff in how to administer special medication in the event of an allergic reaction.
- Generally, no nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Insurance requirements for children with allergies and disabilities

- The insurance will automatically include children with any disability or allergy but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from your insurance provider must be obtained to extend the insurance.

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

Oral Medication

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



- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- The group must be provided with clear written instructions on how to administer such medication.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- The group must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.
- Life saving medication & invasive treatments - adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

The setting must have:

- a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
- written consent from the parent or guardian allowing staff to administer medication; and proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community pediatric nurse.
- Key person for special needs children - children requiring help with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.
- Prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- Key person to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.

Procedures for children who are sick or infectious (including COVID)

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- Temperature is taken using a 'fever scan' kept near to the first aid box in the kitchen.
- In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed.
- Parents are asked to take their child to the doctor before returning them to nursery; the nursery can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.



- Children requiring calpol or similar for temperatures, colds, coughs etc are deemed too unwell to come to pre-school. If a child needs calpol to cope with playing then they should remain at home to rest properly. Calpol also masks the symptoms of COVID which is highly contagious and can be spread by close contact.
- Children of pre-school age, notoriously find it difficult to socially distance. Therefore, we request that any child with COVID is kept at home until the risk of others contracting COVID from them has passed.
- The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from www.patient.co.uk and includes common childhood illnesses such as measles.

Reporting of 'notifiable diseases'

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

HIV/AIDS/Hepatitis procedure

- HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/sludging clothing after changing.
- Soiled clothing is rinsed and either bagged for parents to collect or laundered in the nursery.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with the clinical waste.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.
- Children do not share tooth brushes which are also soaked weekly in sterilising solution.

Nits and head lice

- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.

On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.



Administering medicines

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness. (Due to masking COVID, this does not include paracetamol based medicines and the like, such as Calpol).

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

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

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

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- Only prescribed medication is administered. It must be in-date and prescribed for the current condition.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - full name of child and date of birth;
 - name of medication and strength;
 - who prescribed it;
 - dosage to be given in the setting;
 - how the medication should be stored and expiry date;
 - any possible side effects that may be expected should be noted; and
 - signature, printed name of parent and date.



- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine. The medication record book records:
 - name of child;
 - name and strength of medication;
 - the date and time of dose;
 - dose given and method; and is signed by key person/manager; and is verified by parent signature at the end of the day.
 - We use the Pre-school Learning Alliance's publication *Medication Record* for recording administration of medicine and comply with the detailed procedures set out in that publication.

Storage of medicines

- All medication is stored safely in a locked cupboard or box or refrigerated. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting. Key persons check that any medication held to administer on an as and when required basis or on a regular basis, is in date and returns any out-of-date medication back to the parent.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- If rectal diazepam is given another member of staff must be present and co-signs the record book.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

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

- A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training needs for staff is part of the risk assessment.



- The risk assessment includes vigorous activities and any other nursery activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and the child's GP's advice is sought if necessary where there are concerns.
- A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- The health care plan should include the measures to be taken in an emergency.
- The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, name of the medication, Inside the box is a copy of the consent form and a card to record when it has been given, with the details as given above.
- On returning to the setting the card is stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name, name of the medication. Inside the box is a copy of the consent form signed by the parent.
- As a precaution, children should not eat when travelling in vehicles
- This procedure is read alongside the outings procedure.



2.4 Health and safety - Maintaining children's safety and security on premises.

Policy statement

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time in the setting.

Procedures

Children's personal safety

- We ensure that all employed staff have been checked for criminal records via an enhanced disclosure.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times; they can be seen or heard at all times.
- Whenever children are on the premises without their parents/carers there are at least two adults present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our setting, nor by any activity
- Systems are in place for the safe arrival and departure of children
- The times of children, adults, staff and volunteers arrival and departures are recorded
- Our systems prevent unauthorized access to our premises
- Our systems prevent children from leaving our premises unnoticed
- The personal possessions of staff and volunteers are securely stored during sessions.



2.5 Health and safety - Risk assessment

Policy statement

Our setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, adults, parents, staff and volunteers by assessing and minimizing the hazards and risks to enable the children to thrive in a healthy and safe environment.

This policy is based on the Pre-school Learning Alliance risk assessment processes, which follow five steps as follows:

- Identification of a risk: where is it and what is it?
- Who is at risk?
- Assessment as to whether the level of a risk is high, medium, low
- Control measures to reduce risk.
- Monitoring and review.

Procedures

Our risk assessment process covers adults and children and includes:

- Determining where it is helpful to make written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents, carers or inspectors.
- Checking for hazards and risks indoors and outside
- Assessing the level of risk and who might be affected
- Deciding which areas need attention and developing an action plan that specifies the action required, the timescale for action, the person responsible and any funding required.
- We maintain list of health and safety issues, which are checked daily before the session begins in each room.



2.6 Health and Safety - Outings and Visits Policy and Procedure

Staffing levels – Netherfield Pre-school adheres to the standard criteria of one adult to two children for outings and visits. Qualified staff will be responsible on outings if parents or volunteers make up part of the adult contingent.

Plan of activities – We are committed to plan and show how the outing fits into the curriculum plan, how activities are to be done during the outing and the follow up activities on return to the group.

Risk Assessment – Before taking the children on any outing, a member of staff or Trustees will visit the venue and carry out a risk assessment for the journey and location.

Parental permission – A consent form will be completed by parents giving the responsible person authority for their child while on the outing.

Emergency procedures – Contact details for parents to be taken. A mobile phone, fully charged, will be carried at all times. If an accident requiring medical assistance occurs to a child, the parent will be asked to meet their child and the member of staff at the nearest hospital.

Information – List of children, parents phone numbers, special needs.

Spare clothes, first aid kit and any medication, accident book. Activity plan, timetable, including time expected home. This information will also be kept at the setting, along with the mobile phone number.



2.7 Health and safety - Healthy Eating Policy

At Netherfield Pre-school we recognize the importance of a healthy lifestyle and understand that establishing a balanced diet in childhood helps establish healthy eating habits for life. Staff work towards encouraging children and adults to make healthy, informed choices and discourage harmful practices. We share responsibility with parents and other professionals to give guidance and education on health issues and the risks of unhealthy eating practices including dental health issues. We believe food can be used in a variety of educational ways. Children can learn about where food comes from, growing cycles, the seasons, and learn about other peoples' lives and cultures. Children are encouraged to celebrate holidays, religious festivals, special events and the various foods associated with these events and are encouraged to experiment with unfamiliar foods.

Our setting regards snack and meal times as an important part of the setting's day; we welcome cultural and religious differences and respect the individual needs of children, parents and staff. Eating represents a social time for children and adults and helps children to learn about healthy habits. We aim to make snacks and meals healthy, balanced and nutritious to meet the children's dietary needs. We follow safer food better business guidelines regarding the correct handling and management of food. Our kitchen is inspected by the local authority environmental health authority. At present we hold a food hygiene rating score of 4.

This policy states the ways in which our pre-school supports and encourages the children to develop the skills and attitudes that will help them make informed healthy choices both in and out of school.

We recognize that is important for pre-school to use consistent messages around healthy eating.

Therefore our message is:

Healthy eating does not mean 'NO' to treats but it does mean having them at appropriate times and not too often.

Healthy eating means meals should include a variety of foods from the four main food groups:

- Starchy foods (up to 4 portions per day –at least 1 will be part of a snack).
- Fruit and vegetables (up to 5 portions per day as part of all main meals and some snacks).
- Meat, fish, eggs, beans and non-dairy sources of protein. (2 portions per day).
- Milk and dairy foods (3 portions per day)

For more information on the four food groups and to download a copy of the guidelines, see URL links below

We aim to make the provisions and consumption of food an enjoyable and safe experience and to encourage the children to develop positive attitudes to becoming healthy, happy members of the community by:

- only providing snacks that are nutritious and healthy. (apart from cakes brought in by the children to celebrate Birthdays).
- We will provide milk and water at all meal times. Water will be available throughout the day and the milk provided for the children is semi skimmed and pasteurized.
- encouraging enjoyment of exercise and fresh air.
- teaching about healthy foods, keeping safe, respecting others faiths and cultures.
- organising visits from other agencies e.g. the dental nurse to talk to the children on a range of oral health related issues.



Safeguarding and Welfare

<https://www.gov.uk/food-safety-your-responsibilities>

Food safety - Food safety advice for children age 5 and under

<https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/food-safety>

Packed lunches

Parents who choose to send their children to pre-school with a lunch are asked to support the Pre School's healthy eating policy by providing a healthy balanced packed lunch. Ideas and suggestions for this are made during the introductory parents meeting. We encourage the children to eat their sandwiches first and ask parents not to put peanut butter in their child's sandwich, fizzy drinks and chocolate are also not allowed. Children's lunches are monitored on an on-going basis. The staff work together to create a happy, social dining environment and encourage the development of good table manners.

All children including those with special dietary needs.

Information relating to individual dietary needs, likes/dislikes and special requests (i.e whether the child can have puddings), is discussed with parents before their child's admission to Pre-school. They must provide specialist food for their children where applicable.

All staff are made aware of any medical/allergic conditions of individual children through staff meetings, discussion and clearly displayed notices in the kitchen.

Food Hygiene

Children are always reminded about the importance of hand washing before eating or handling food.

Whenever children work with food in the setting they are helped to follow basic hygiene routines including: wearing a food preparation apron, using clean equipment, always washing hands before and after working with food, using an individual spoon etc. when tasting food.

Staff will

- Be responsible for completing Safer Food Better business checks and recording them daily on the sheet on the kitchen notice board.
- Review menus and meal times to ensure children's needs are being met.
- Inform environmental health of any major incident or concern over food hygiene where applicable. Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency and will comply with any investigation or act on any advice given. If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.



- Ensure equipment is suitable for its use (including fire safety equipment) and provide separate facilities for hand-washing and for washing up in the kitchen area.
- Sit with children while they eat and provide good role models for healthy eating and ensure that those with special dietary requirements do not have access to food which may cause them harm.
- . Conversation is encouraged at each table. Staff will observe the children to ensure they are drinking/eating enough and be aware that behaviour may suggest the child is thirsty/hungry.
- Encourage children to develop good eating skills and table manners, all are encouraged to say 'please' and 'thank-you'. We use meal times to help children to develop independence through making choices, serving food and drink and feeding themselves. Staff will be sensitive to the needs of children who are fussy eaters or small eaters.
- Ensure children are given plenty of time to eat their food.
- Discourage children from sharing and swapping their food with one another in order to protect children with food allergies.
- Check all food labels to ensure the food contains none of the specified allergens. Depending on the severity and medical advice the food exclusion may need to be extended to include factory or production..
- Encourage children to pour water from the jug located in the main room or to ask for help to get a drink when needed.
- Encourage children to participate in making and preparing foods and make them aware of the importance of clearing up, keeping themselves clean and looking after ones physical and emotional well being.

Training and development

On induction staff are given information on food hygiene, on-site training is available to all staff. Staff are encouraged to go on various training that gives knowledge on food and nutrition. All information gathered is passed to the rest of the team.

- Staff who work directly with food have received safer food better business training. Some staff have completed level 2 food hygiene training and will renew food hygiene training every 3 years.
- Staff will receive addition allergy management training where applicable.
- Parents will be given information on healthy eating/dental health through their welcome pack, newsletters, general discussions and displays around the nursery.
- Children and staff are taught about basic hygiene e.g. washing hands with soap and water before eating meals or snacks after going to the toilet /changing nappies/wiping noses or handling animals.

Further guidance

Safer Food, Better Business www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/

Eat Better Start Better. Voluntary Food and Drink Guidelines for Early Years Settings in England – A Practical Guide available at <http://www.schoolfoodtrust.org.uk/parents-carers/for-parents-carers/eat-better-start-better/voluntary-food-and-drink-guidelines-for-early-years-settings-in-england-a-practical-guide>

Food Standards Agency www.food.gov.uk www.eatwell.gov.uk



2.8 Health and safety - Physical Activity Policy

Policy Statement

Netherfield Pre-school is committed to promoting the health and well being of its children and staff through physical activity. This policy outlines our organisation, teaching and management of physical activity.

Physical activity in young children is defined as ...

'...activity that involves trunk movements and more exertion than the minimal movement required to carry out simple everyday tasks such as washing, bathing, dressing, or activities such as playing board games or other passive play'

Making the case for UK Physical Activity Guidelines, Early Years Working Paper

Aim: To ensure that all aspects of physical activity in the setting are promoted for the health and well being of children, staff and parents/carers.

Our specific objectives are as follows:

- To enable children, staff and parents/carers to understand the importance of physical activity through the provision of information and development of appropriate skills and attitudes
- To increase physical activity levels of children in line with national targets
- To strive to maximise opportunities for children and all associated with the setting to be physically active by promoting all avenues for activity. This includes through the Early Years Foundation Stage, the environment and wider community.

Procedures

Staff

- Staff have a responsibility to promote physical activity and to support physical development. We feel it is essential for our staff to feel confident in delivering and supporting physical activity so staff will be supported appropriately and attend training when required.
- Staff will lead structured activities daily. This is delivered in 2 to 3 short sessions spread throughout the day.
- Staff will ensure that where possible all physical activity opportunities offered are adapted as needed to be inclusive, and cater for different ability level. This includes supporting the children as they build up their confidence to participate in the activities.

Freeplay

In addition to the amount of structured physical activity, children will be able to engage in unlimited unstructured active play daily. This is facilitated by our setting environment which is designed to encourage children to be physically active indoors and outdoors.

Parents/Carers as Partners

Netherfield Pre-school understands parents/carers are crucial to encouraging their children to be active. therefore we aim to making parents/ carers aware of the minimum activity recommendations, provide parents/carers with ideas on how to keep their children active and to liaise with parents/carers about their child's activity levels through the identified key person.



2.9 Health and safety - Toilet Training/Nappy Changing/Potty/Toilet and Washing Facilities

Toilet Training Policy

At Netherfield Pre-school we aim to meet the developmental needs of each child within its care with regards to toileting. As far as possible toilet training if initiated at home will be continued within the pre-school environment to maintain continuity, or will commence after discussion by request of the parents or by staff who recognize symptoms which indicate the child's readiness towards toilet training. Children will be treated as individuals by all staff and toilet training will be initiated with consultation with parents when a child shows awareness of his or her toilet needs rather than by a specific age. Staff will adopt a positive reinforcement approach to each child who is toilet training. I. E. positively reinforcing success and minimizing accidents. Children will be offered the opportunity to go to the toilet or potty at intervals or if the child indicates his or her toileting needs. All soiled or wet clothing and skincare regime will be as per nappy changing policy.

The parents will be informed of the child's progress. Any issues or areas of concern can be discussed between the staff and parents

Procedure for Nappy Changing

1. The child should be seated/placed safely whilst waiting for their change
2. Staff will wear disposable gloves & apron as needed
3. Child should be placed on clean changing surface
4. Wet/soiled nappy will be removed
5. Child will be cleaned from front to back and barrier cream may be applied
6. Clean nappy should be secured on child
7. Wet/soiled nappy's and all cleaning materials will be double bagged and will be disposed of in the designated nappy bin
8. Staff will wash hands and support child to wash hands
10. Staff will encourage child to return to play.
12. Staff will thoroughly clean the nappy changing surfaces at the end of a 'changing session' and at the end of the day.

Nappy Changing Policy

Staff should familiarize themselves with the nappy changing procedure. When possible, Staff should wear disposable plastic aprons and disposable gloves while changing wet and always when changing dirty nappies. To prevent the spread of infection, wash in antibacterial soap, gloved hands and dry or only use gloves and apron once.

- A wash hand basin equipped with hot and cold running water should be available in changing area.



- After each nappy change, place the child safely to enable you to dispose of the nappy in the bin, clean the changing area and wash your hands properly.
- Nappies should be double bagged.
- All nappy-changing areas should be washed down with detergent and hot water if needed and sprayed with antibacterial solution and dried with individual paper towels between changes. (see contact time for antibacterial spray).
- If the area becomes contaminated (Diarrhea etc) wash the area with detergent and hot water, then disinfect using a antibacterial disinfectant.
- Clean the changing area and surrounding areas thoroughly after each session.
- Always dispose of gloves and aprons before leaving the area.
- Staff and children's hands must be washed after this practice. (Hands must be washed even if gloves were worn).
- Replace any deficiencies in soap, detergent or paper towels immediately.

Potties Policy

- Members of staff put on aprons before changing starts and the area is prepared, gloves are always worn for soiled nappies.
- All members of staff are familiar with the hygiene procedures and carry these out when changing nappies.
- Ideally potties should be rinsed out in a deep sink with water discharged directly to the sewer.
- Failing this, carefully empty the contents down the toilet bowl. Avoid splashing.
- Rinse with cold water to remove anything left and empty down the toilet as before.
- Wash the potty with hot soapy water and a disposable cloth. Rinse and dry well.
- Regularly clean the toilet seat with hot water and spray with antibacterial spray and dry.
- Remove apron and gloves.
- Wash hands thoroughly and dry well.

Toileting and Washing Facilities Policy

- All toilets are to be cleaned down daily with hot water and antibacterial spray. This also applies to the toilet seat and handle, sinks, taps and door handles. Use disposable cloths. If the toilet is stained, use a suitable cleanser. If an area becomes contaminated with infected material, the area needs to be washed with hot water and detergent, and then disinfected using a bleach-based disinfectant or antibacterial spray.
- Dilute according to written guidelines and follow the manufacturer's instructions regarding contact times.
- Toilet floors should be washed daily using an antibacterial disinfectant and spillages attended to as they occur.
- Toilet paper is to be provided for children at all times. (Toilet roll holders to be provided in close proximity).
- All children must be supervised when going to the toilet.
- Educate the children on how to wash their hands properly and supervise this activity on every occasion.
- Check the water regularly to ensure correct temperature for hand washing i.e. 43°C. (Alert caretaker if water temperature feels different to usual).



2.10 Health and safety - Sun Protection policy

At Netherfield Pre-school we want staff and children to enjoy the sun safely. We will work with parents and staff to achieve this by:

- Education: Discussions on the importance of sun safety at regular intervals throughout the year.
- Parents/carers will be sent a letter about the importance of sun safety and how they can encourage their child to protect themselves.

Protection

- All children will wear a sun hat when playing outside during the summer months. Wherever possible outside play activities will be situated in the shade.
- Factor 50 skin sensitive sunscreen will be applied to your child if the pre-school has permission from the parent/carer.
- Parents undertake to apply sunscreen to their child before the beginning of the session.
- Children will be supervised and assisted whilst reapplying their own sunscreen with written consent from the parent/carer.
- All consent forms to be kept in the –preschool office in a secure filing cabinet.
- All bottles of sunscreen to be clearly labeled and kept out of reach of the children.



2.11 Health and safety policies and Procedures - No-smoking (including vaping)

Policy statement

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment-both indoors and outdoors.

Procedures

- All staff, parent and volunteers are made aware of our No Smoking Policy
- We display a no smoking sign
- The no-smoking policy is stated in our information for parents
- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information
- Staff who smoke do not do so during working hours, unless on break and off the premises
- Staff who smoke during their break make every effort to reduce the effect of odour and lingering effects of passive smoking for children and colleagues.



2.12 Health and safety policies and Procedures – Drug, Alcohol Abuse and Staff Taking Medication

Policy Statement

1. Netherfield Pre-school recognises that alcohol and drug abuse related problems are an area of health and social concern. It also recognises that a member of staff with such problems needs help and support from his / her employer.
2. We also recognises that alcohol and drug abuse problems can have a detrimental effect on work performance and behaviour and the setting has a responsibility to its employees and families to ensure that this risk is minimised.
3. Accordingly, Netherfield Pre-school policy involves two approaches
 - Providing reasonable assistance to the member of staff with an alcohol or drug abuse problem who is willing to co-operate in treatment for that problem.
 - Disciplinary rules, enforced through disciplinary procedures, where use of alcohol or drugs (other than on prescription) affects performance or behaviour at work, and where either (1) an alcohol or drug dependency problem does not exist or (2) where treatment is not possible or has not succeeded.

Assistance for a Member of Staff

1. Netherfield Pre-school will, where possible, provide the following assistance to a member of staff:
 - Helping the member of staff to recognise the nature of the problem, through referral to a qualified diagnostic or counselling service.
 - Support during a period of treatment. This may include a period of sick leave.
2. The opportunity to remain or return to work following the completion of a course of treatment, as far as is practicable.
 - Where a member of staff fails to co-operate in referral or treatment arrangements, no special assistance will be given and any failure in work performance and behaviour will be dealt with through the Disciplinary Procedure.



- If the process of referral and treatment is completed but is not successful, and failure in work performance or behaviour occurs, these will be dealt with through the Disciplinary Procedure.
- A member of staff's continuation in his/her post or an alternative post during or after treatment will depend upon the needs of the setting at that time.

Disciplinary Action

1. In line with Netherfield Pre-school's disciplinary rules, the following will be regarded as serious misconduct:
 - a) Attending work and/or carrying out duties under the influence of alcohol or drugs.
 - b) Consumption of alcohol or drugs whilst on duty (other than where prescribed or approval has been given).

Breach of these rules will normally result in summary dismissal, and only in exceptional cases will either notice or the reduced disciplinary action of a final written warning be applied.

2. Where a breach of these rules occurs, but it is established that an alcohol or drug abuse related problem exists, and the member of staff is willing to co-operate in referral to an appropriate service and subsequent treatment, Netherfield Pre-school will **suspend** application of the Disciplinary Procedure and provide assistance as described above. Staff who do not comply with the treatment suggested or continue to abuse alcohol or drugs will be subjected to the application of the Disciplinary Policy.

Staff Taking Medication

- Staff taking medication must seek medical advice from their doctor regarding their ability to work with children.
- Practitioners must inform the pre-school manager or deputy managers if they are taking any form of medication.
- A 'Staff Medication' form must be completed following this conversation (which will be stored confidentially).
- Staff medication on the premises must be securely stored out of the reach of children at all times.



3. Equal Opportunities Policies and Procedures

3.1 Equal Opportunities Policies and Procedures - Special Needs

Policy Statement

Netherfield Pre-school has used the DFES Code of Practice on the Identification and Assessment of Special Education Needs to devise policies and procedures which will ensure all children have the appropriate opportunities to learn through play and that all families are welcome. Our procedure for this is as follows:-

- Consultation between parents, manager and key person will plan the settling in programme for each individual child.
- Children's progress and needs will be monitored by carefully planned methods of observation by all staff and will be shared with parents, taking into account information given by parents.
- Each child will have a key person who will take a close interest in their progress and individual needs, they will work one to one with the child if extra support is needed.
- Children's specific needs will be monitored, supported and reviewed by the staff in consultation with other professionals including speech therapists, psychologists, pediatricians, social workers and health visitors.
- Staff will attend relevant training to ensure they keep up to date with the requirements of all children with special needs and with regard to specific conditions and disabilities.
- Children's right to privacy will be maintained while carrying out personal hygiene activities by ensuring other children and adults are not able to observe the child.

Procedures

We designate a member of staff to be Special Educational Needs Coordinator (SENCO) and give their name to parents. Their name is Yve Puxty.

- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and the review of their child's education.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We raise awareness of any specialism the setting has to offer, i.e. Makaton.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources, e.g. Individual Education Plans, staff meetings, parental and external agency views, inspections and complaints.



3.2 Equal opportunities Policies and Procedures- Valuing Diversity and Promoting Equality.

Policy statement

At Netherfield Pre-school we aim to acknowledge and value each child's individual stage, ability, culture, religion, language and family group.

We recognize that parents are young children's first educators and welcome their involvement in our setting in order to ensure that children's home based learning and the learning opportunities we offer extend and reinforce each other.

We actively seek to combat sexism and promote equal opportunities for girls and boys, women and men. Our setting is open to all members of the community.

To enable our pre-school to do this we follow the procedures below:-

- Information, written and spoken will be clearly communicated in as many languages as necessary.
- The medical, cultural and dietary needs of children, families and adults working in the setting will be met.
- Our planning programmed will incorporate and extend the children's experience and knowledge of other cultures, languages and celebrations.
- We will ensure activities reflect the diversity of our society not just our setting.
- We encourage children to explore in a positive way the differences and diversity of people by ensuring the representation of people are accurate and realistic i.e. dolls, puppets.
- Discriminatory behaviour or remarks are unacceptable in setting and will be challenged. We will respond in a way that is sensitive to the feelings of the victim and help those responsible to understand and overcome their prejudices.
- We seek to enable adults with disabilities to take part in our setting where it is safe and reasonable to do so.
- We advertise our services widely
- We reflect the diversity of our society in our publicity and promotional materials
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria
- Applicants are welcome from all backgrounds and posts are open to all
- All job descriptions include a commitment to promoting equality and recognizing and respecting diversity as part of their specifications.



Training

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

Curriculum

The curriculum offered in the setting encourages children to develop attitudes about themselves as well as to people who are different from themselves. It encourages children to emphasis with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible to all visitors and service users. If access to the setting is found to cause any difficulty steps will be taken to accommodate the needs of disabled children and adults. We do this by;

- Making children feel valued and good about themselves
- Ensuring that children have equality of access to learning
- Making adjustments to the environment and resources to accommodate all service users
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- Positively reflect the wide range of communities in the choice of resources
- Celebrate a wide range of festivals if it follows children's interests
- Differentiating the curriculum to meet children's special educational needs
- Helping children to understand that discriminatory behaviour and hurtful comments are unacceptable
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported In their leering and supported in the maintenance of their home language if requested by their parents



4. Managing Behaviour Policies and Procedures

4.1 Managing Behaviour Policies and Procedures - Understanding Behaviour

Policy Statement

Netherfield Pre-school aims to provide a stimulating range of experiences and activities for children to make sense of their world through play. By providing a happy, well managed environment the children will be encouraged to develop positive social skills to help them become welcomed and accepted in society as they grow up. We recognize that busy children are less likely to behave in an unacceptable or antisocial way. We recognize the need to set reasonable and appropriate boundaries which all the adults will maintain in the management of children's behaviour. We have a designated behaviour management officer and that is Ruth Dicken. This person is required to keep up to date with current research and thinking on promoting positive behaviour and on handling children's behaviour when they may require additional support.

We do not administer physical punishment or punishment which causes pain or humiliation to a child. We recognize the importance of the adult's behaviour as a role model for the children and will not allow bullying in the form of physical or verbal abuse towards anyone.

We endorse positive discipline as an effective way to set limits and manage behaviour in our setting. In order to do this we follow the procedures as follows:-

- We encourage and praise good behaviour and reward when appropriate.
- We encourage self discipline and respect for others
- We set realistic limits according to the children's age and stage of development.
- We ensure staff set a good example.
- We actively build children's self esteem at every opportunity.
- We ensure staffs attend relevant training to enable them to keep up to date with best practice in behaviour management and will liaise with outside agencies and gain help, advice and support if needed.
- We work in partnership with parents who are regularly informed about their child's behaviour by their child's key person.

Strategies with children who engage in inconsiderate behavior

- We require all staff, students and volunteers to use positive strategies for handling any inconsiderate behaviour, by helping children to find solutions in ways which are appropriate for the children's ages and stages of development. An acknowledgment of feelings and an explanation as to why the behaviour was not acceptable and supporting children to control their feelings so that they can learn a more appropriate response.



- We ensure that there are enough popular resources and sufficient resource are available in order to reduce to need for conflict over sharing. Egg timers are used to encourage children to wait and share when necessary.
- We acknowledge considerate behaviour such as kindness and sharing.
- We support children to feel part of our group so they feel valued and welcome
- We occasionally give children time to think about their behaviour on a chair or a quiet part of the room. This strategy is not meant to humiliate the child and exclude them from the group, it is to give them time to thin about the negative behaviour and reflect with their key person on how things could have been handled differently.
- We use physical restraint, such as holding only to prevent physical injury to children or adults.
- Biting or fighting is handled patiently, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- We help young children to empathies by talking to them about the feelings of other children.
- We do not force children to say they are sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this person they have hurt



5. Information and Records Policies and Procedures

5.1 Information and Records Policies and Procedures - Confidentiality

Information received by the setting is often confidential. To maintain parents' confidence in our professional approach to this information Netherfield Pre-school ensures:-

- All parents can see the details kept about their child and themselves at any time.
- Parents will not be given access to information kept about other children.
- Feedback given to parents on their child's progress will be given directly to the parents unless they state that a third party can be involved.e.g.childminder or nanny.
- Information about a child's medical needs or status i.e. HIV or concerns about Child Protection issues will be kept in a separate file and will only be made available to authorized personnel on a need to know basis.
- Staff, students and visitors to the setting will be made aware of the importance of confidentiality of information and their responsibility within the setting.
- Information about individual members of staff will not be given out to anyone without the permission of the person except in cases of child Protection.



5.2 Information and Records Policies and Procedures - General Data Processing Regulations (GDPR)

Policy Statement

GDPR came into effect on 25 May 2018, and it replaced current the Data Protection Act (DPA) legislation. It is intended to provide greater transparency around the collection and use of data. The scheme will be governed by the Information Commissioner's Office (ICO). We are registered with the ICO (Information Commissioners Office) under registration Z253129X

GDPR states that personal data should be 'processed fairly & lawfully' and 'collected for specified, explicit and legitimate purposes' and that individual's data is not processed without their knowledge and are only processed with their 'explicit' consent.

Netherfield Pre-school aims to ensure that all personal data collected about staff, children, parents, carers, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill. This policy applies to all personal data, regardless of whether it is in paper or electronic format. The six principles of GDPR are that data is:

1. Processed fairly, lawfully and in a transparent manner
2. Used for specified, explicit and legitimate purposes
3. Used in a way that is adequate, relevant and limited
4. Accurate and kept up to date
5. Kept no longer than necessary
6. Processed in a manner that ensures appropriate security of the data

Under GDPR people will continue to have the right to a Freedom of Information request (FOI) – from bodies dealing with public money or a Subject Access Request (SAR) - anyone can request data from anyone else.

This policy meets the requirements of the GDPR and the expected provisions of the DPA 2018. It is based on guidance published by the Information Commissioner's Office (ICO) on the GDPR and the ICO's code of practice for subject access requests. It also reflects the ICO's code of practice for the use of personal information.

GDPR Definitions

Personal data

Any information either digital or hard copy relating to an identified, or identifiable, individual. This may include the individual's name (including initials), address, phone number, online identifier, such as a username. It may also include factors specific to the individual's physical, physiological, genetic, mental, economic, cultural or social identity.



Special categories of personal data

Personal data which is more sensitive and so needs more protection, including information about an individual's racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetics, biometrics (such as fingerprints, retina and iris patterns), where used for identification purposes, health – physical or mental, sexual orientation.

Processing

Anything done to personal data, such as collecting, recording, organising, structuring, storing, adapting, altering, retrieving, using, disseminating, erasing or destroying. Processing can be automated or manual.

Data subject

The identified or identifiable individual whose personal data is held or processed.

Data Officer

A person or organisation that determines the purposes and the means of processing of personal data.

Data processor

A person or other body, other than an employee of the data officer, who processes personal data on behalf of the data officer.

Personal data breach

A breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to personal data.

Netherfield Pre-school's Obligations Procedures for GDPR

- **ICO** – Netherfield Pre-school is registered with the ICO (Information Commissioners Office) under registration reference: Z253129X. Our current certificate is on display in the main entrance hallway next to the front door.
- **Individual rights** — Netherfield Pre-school acknowledges that individuals will have new and enhanced rights on the collection, access and erasure of their data. We will ensure our pre-school has systems and processes in place that promotes these rights.
- **Privacy notices** — When we collect any data we will be transparent by informing people how we are going to use it, who we may share it with, how long we will keep it.
- **Consent** — Whilst we have legitimate legal reasons for collecting and processing personalised data, we will ask for your consent for a range of activities and data processing so that we and you are able to evidence consent was freely given.
- **Data agreements** — We will have written arrangements with external organisations such as East Sussex County Council if they are processing data for us, such as EYFE. We will ensure that anyone processing data on our behalf will be compliant with the GDPR requirements.



- **Appointing a data protection officer** — Yve Puxty (Manager) will be the Designated Data Officer supported by the Trustees. Yve Puxty will be the person who takes the lead on data compliance within the pre-school and to ensure compliance with GDPR.
- **Breach notification** — We acknowledge our obligation to notify the Information Commissioners Office (ICO) of any data breach within 72 hours of becoming aware of the breach.
- **Penalties** — We acknowledge that failure to comply with GDPR obligations may result in heavy penalties for each data breach.

Netherfield Pre-school's Approach to Upholding GDPR Individual Rights

GDPR provides individual rights for all parties concerned with the creation, storage and sharing of data and Netherfield Pre-school fulfils our obligations under these rights as follows:

The Right to be Informed

Netherfield Pre-school is registered with Ofsted and the Local Authority and consequently, is required to collect and manage certain data, such as:

- Parent's/Carer's names, addresses, work details, names of family members living at the same address, telephone numbers, email addresses, bank details, date of birth and National Insurance numbers.
- We need to know children's' full names, addresses, date of birth and Birth Certificate number, plus other information relating to their health and well-being as contained in our registration packs and individual online profiles (Tapestry).
- For parents claiming the free nursery entitlement we are requested to provide this data to East Sussex County Council; this information is sent to the Local Authority via a secure electronic file transfer system.
- We are required to collect certain details of visitors to Netherfield Pre-school. We need to know visitor's names, telephone numbers, addresses and where appropriate company name. This is in respect of our Health and Safety and Safeguarding Policies.
- As an employer we are required to hold data on our employees; names, gender, addresses, email addresses, telephone numbers, date of birth, National Insurance number, payroll and tax, bank details. Personal home and work contact details, emergency contact details of next of kin. Contract data including details of role, reporting structure, job location, holiday entitlement, notice period, working hours, and amendment to contract letters. Probation, overtime, lateness, any leave, family leave, privacy notices and data processing consent records. Working time, absence, qualification and skills, training, loans, advancements and deductions from wages, court orders. Statutory pay, expenses records, pension, benefit schemes, leaver's report, exit interviews. Job offers - not accepted, employee photograph. Data on any reportable accident, death or injury in connection with work. Allergies, CVs of rejected applicants, CVs of applicants offered jobs but not accepted. References provided by third parties for job offers whether accepted or not, CVs of current employees, application forms of current employees, employment contracts. Disciplinary records, grievance records, capability / poor performance records, appraisal /supervision/



performance records, absence management records, training agreements, redundancy consultations, HMRC records. Identification records, details of right to work in UK including any work permit.

- Information is also required for Disclosure and Barring Service checks (DBS) and proof of eligibility to work in the UK. This information is sent via a secure file transfer system to our provider for the processing of DBS checks. DBS information includes;
 - Disclosure and Barring Service (DBS) checks pre-recruitment
 - Disclosures of criminal records during employment
 - DBS periodic updates

The Right of Access

At any point an individual can make a request relating to their data and we will need to provide a response (within 1 month). We can refuse a request, if we have a lawful obligation to retain data i.e. from Ofsted in relation to the EYFS, but we will inform the individual of the reasons for the rejection. The individual will have the right to complain to the ICO if they are not happy with the decision.

The Right to rectification

This right is closely linked to the controller's obligations under the accuracy principle of the GDPR (Article (5)(1)(d)). At any point an individual can make a verbal or written request for rectification of their data and we will need to provide a response (within 1 month). This right is for individuals to have inaccurate personal data rectified, or completed if it is incomplete. In certain circumstances we can refuse a request for rectification. Netherfield Pre-school will take reasonable steps to satisfy ourselves that the data is accurate and to rectify the data if necessary.

The Right to Erasure or Deletion

You have the right to request the deletion of your data where there is no compelling reason for its continued use. However, Netherfield Pre-school has a legal duty to keep children's and parents' details for 3 years after leaving the setting. Staff records must be kept for 6 years after the member of staff leaves employment, before they can be erased. This data is archived securely and shredded after the legal retention period.

The Right to Restrict Processing

Parents, visitors and staff can object to Netherfield Pre-school processing their data. This means that records can be stored but must not be used in any way, for example reports or for communications. If the restriction does not enable us to perform our childcare service, we will consult with the requester to find an acceptable solution. If none can be found then the childcare service may be discontinued.



The Right to Data Portability

Netherfield Pre-school requires data to be transferred from one IT system to another; such as from us to the Local Authority, to other settings, to HMRC RTI portal, and to 'Tapestry' Online Learning Journal. These recipients use secure file transfer systems and have their own policies and procedures in place in relation to GDPR.

The Right to Object

Parents, visitors and staff can object to their data being used for certain activities like marketing or research.

The Right related to automated decision-making including profiling

Automated decisions and profiling are used in marketing based organisations. Netherfield Pre-school does not use or share personal data for such purposes.

Collecting Personal Data

We will only process personal data where we have one of 6 'lawful bases' (legal reasons) to do so under data protection law:

1. The data needs to be processed so that Netherfield Pre-school can fulfil a contract with the individual, or the individual has asked Netherfield Pre-school to take specific steps before entering into a contract.
2. The data needs to be processed so that Netherfield Pre-school can comply with a legal / Ofsted obligation.
3. The data needs to be processed to ensure the vital interests of the individual e.g. to protect someone's life.
4. The data needs to be processed so that Netherfield Pre-school can carry out its official functions.
5. The data needs to be processed for the legitimate interests of Netherfield Pre-school or a third party (provided the individual's rights and freedoms are not overridden).
6. The individual (or their parent/carer when appropriate in the case of a registered child at Netherfield Pre-school) has freely given clear consent.

Sharing Personal Data

We will not normally share personal data with anyone else, but may do so where:

- There is an issue with a child or parent/ carer that puts the safety of our staff at risk.
- We need to liaise with other agencies – we will seek consent as necessary before doing this.
- Our suppliers or contractors need data to enable them to provide services to us – for example, IT companies. When doing this, we will only appoint suppliers or contractors which can provide sufficient guarantees that they comply with data protection law.

We will also share personal data with law enforcement and government bodies where we are legally required to do so, including for:

- The prevention or detection of crime and/or fraud.
- The apprehension or prosecution of offenders.



- The assessment or collection of tax owed to HMRC.
- In connection with legal proceedings.
- Where the disclosure is required to satisfy our safeguarding obligations.

Subject Access Requests to Netherfield Pre-school - Adults

Individuals have a right to make a 'subject access request' to gain access to personal information that Netherfield Pre-school holds about them. This includes:

- Confirmation that their personal data is being processed.
- Access to a copy of the data.
- The purposes of the data processing.
- The categories of personal data concerned.
- Who the data has been, or will be, shared with.
- How long the data will be stored for, or the criteria used to determine this period.
- The source of the data, if not the individual.
- Whether any automated decision-making is being applied to their data, and what the significance and consequences of this might be for the individual.

Subject access requests must be submitted in writing, either by letter or email to:

Yve Puxty

Netherfield Pre-school

Darvel Down

Netherfield

Battle

East Sussex

TN33 9QF

Email. netherfieldpreschool@hotmail.co.uk

Subject Access Requests to Netherfield Pre-school - Children

Personal data about a child belongs to that child, and not the child's parents or carers. For a parent or carer to make a subject access request with respect to their child, the child must either be unable to understand their rights and the implications of a subject access request or have given their consent.



Children below the age of 12 are generally not regarded to be mature enough to understand their rights and the implications of a subject access request. Therefore, most subject access requests from our parents or carers will be considered without the express permission of the child.

Responding to Subject Access Requests

When responding to requests, we:

- May ask the individual to provide 2 forms of identification.
- May contact the individual via phone to confirm the request was made.
- Will respond without delay and within 1 month of receipt of the request.
- Will provide the information free of charge.
- May tell the individual we will comply within 3 months of receipt of the request, where a request is complex or numerous. We will inform the individual of this within 1 month and explain why the extension is necessary.

We will not disclose information if it:

- Might cause serious harm to the physical or mental health of the child or another individual.
- Would reveal that the child is at risk of abuse, where the disclosure of that information would not be in the child's best interests.
- Is contained in adoption or parental order records.
- Is given to a court in proceedings concerning the child.
- If the request is unfounded or excessive, we may refuse to act on it, or charge a reasonable fee which takes into account administrative costs. A request will be deemed to be unfounded or excessive if it is repetitive or asks for further copies of the same information. When we refuse a request, we will tell the individual why, and tell them they have the right to complain to the ICO.

CCTV

We use CCTV in various locations around Netherfield Pre-school to ensure it remains safe. We will adhere to the ICO's code of practice for the use of CCTV. We do not need to ask individuals' permission to use CCTV, but we make it clear where individuals are being recorded. Security cameras are clearly visible and accompanied by prominent signs explaining that CCTV is in use. Any enquiries about the CCTV system should be directed to Yve Puxty.

Photographs and Videos

As part of Netherfield Pre-school activities and as part of your child's learning profile, we may take photographs and record images of individuals and / or children. We will obtain written consent from parents and carers for



photographs and videos to be taken of their child for communication, marketing and promotional materials. We will clearly explain how the photograph and/or video will be used to the parent and carer. Authorised uses may include:

- Within Netherfield Pre-school on notice boards, pegs, drawers, observations, etc.
- Outside of Netherfield by external agencies such as a Netherfield Pre-school appointed photographer.
- Online on Netherfield Pre-school's website, 'Tapestry' online learning journal or social media pages.

Consent can be refused or withdrawn at any time. If consent is withdrawn, we will delete the photograph or video and not distribute it further. When using photographs and videos in this way we will not accompany them with any other personal information about the child, to ensure they cannot be identified.

Storage of Paper or Digital Information/ Media

We will protect personal data and keep it safe from unauthorised or unlawful access, alteration, processing or disclosure, and against accidental or unlawful loss, destruction or damage. In particular:

- All paper copies of children's and staff records are kept in a locked office and locked filing cabinets in Netherfield Pre-school. Members of staff can have access to these files but information taken from the files about individual children is confidential and apart from archiving, these records remain on site at all times. These records are shredded after the retention period.
- Papers containing confidential personal data will not be left on office and playroom desks, on staffroom tables, pinned to notice/display boards, or left anywhere else where there is general access.
- Where personal information needs to be taken off site, staff must sign it in and out from Netherfield Pre-school office.
- Passwords will be used to access nursery computers, laptops and other electronic devices. Staff are reminded to change their passwords at regular intervals.
- Encryption software will be used to protect all portable devices and removable media, such as laptops and USB devices.
- Staff who store personal information on their personal devices (phones) are expected to follow the same security procedures as for school-owned equipment.
- Where we need to share personal data with a third party, we carry out due diligence and take reasonable steps to ensure it is stored securely and adequately protected.

Disposal of Data

Personal data that is no longer needed will be disposed of securely. Personal data that has become inaccurate or out of date will also be disposed of securely, where we cannot or do not need to rectify or update it. For example, we will shred or incinerate paper-based records, and overwrite or delete electronic files.



Data Audit and Procedure

To ensure Netherfield Pre-school is complying with GDPR a full data audit will be conducted every 2 years to ensure that there is a valid reason to hold data, that permission to hold all data has been sought and that the risk of data breaches is minimised.

- Find and record all documents either paper and/or on computer that contain information identifying a person / child, whether shared or not.
- Print off one copy of the relevant document.
- Identify if (1) the document can be deleted (2) the document can be archived and for how long (3) the document is current. (4) the document needs updating.

During the Data Audit it is necessary to make sure that we have consent for every piece of data held –if there is no specific permission this must be gained if the data is to be kept.

Netherfield Pre-school Areas to be Audited

There are many areas within Netherfield Pre-school that contain both paper and digital data and these need to be assessed for validity, security and compliance:

- Tapestry assessment and learning journal software
- Accounting software
- Microsoft Office
- Microsoft Outlook for email
- Registration and 'All about Me' forms
- Children's files
- Records of allergies – in files and on board in kitchen
- Child Protection/Safeguarding information
- EYEE funding information
- Attendance records
- Staff files
- Contact file
- Information held in all rooms
- Information on hardware; computers, iPads, laptops external hard drives – portable devices should not be removed from the data controller premises unless encrypted, PCs need to be locked every time user leaves the desk
- Information stored in office desks or shelves must be secure if it holds personal data
- Information held in remote offices (or at home if portable device taken from controller premises) – access to these by people not entitled to view it, i.e. anyone in the household must be restricted by secure systems/processes.



Staff Responsibilities

Staff are responsible for:

- Collecting, storing and processing any personal data in accordance with this policy.
- Informing Netherfield Pre-school of any changes to their personal data, such as a change of address.
Staff should contact the Yve Puxty in the following circumstances:
 1. With any questions about the operation of this policy, data protection law, retaining personal data or keeping personal data secure - if they have any concerns that this policy is not being followed.
 2. If they are unsure whether or not they have a lawful basis to use personal data in a particular way.
 3. If they need to rely on or capture consent, draft a privacy notice, deal with data protection rights invoked by an individual, or transfer personal data outside the European Economic Area.
 4. If there has been a data breach.
 5. Whenever they are engaging in a new activity that may affect the privacy rights of individuals – if they need help with any contracts or sharing personal data with third parties.

Data Breach - Procedure

On finding or causing a breach, or potential breach, the staff member or data processor must immediately notify Yve Puxty, who will:

- investigate the report and determine whether a breach has occurred. To decide, she will consider whether personal data has been accidentally or unlawfully: - lost - stolen -destroyed - altered - disclosed or made available where it should not have been – made available to unauthorised people.
- make all reasonable efforts to contain and minimise the impact of the breach, assisted by relevant staff members or data processors where necessary.
- assess the potential consequences, based on how serious they are, and how likely they are to happen.
- work out whether the breach must be reported to the ICO.
- document the decision (either way), in case it is challenged at a later date by the ICO or an individual affected by the breach.
- Where the ICO must be notified, will do this via the 'report a breach' page of the ICO website within 72 hours.
- also assess the risk to individuals, again based on the severity and likelihood of potential or actual impact. If the risk is high, she will promptly inform, in writing, all individuals whose personal data has been breached.
- notify any relevant third parties who can help mitigate the loss to individuals – for example, the police, insurers, banks or credit card companies
- meet with the Trustees to review what happened and how it can be prevented from happening again.



Data Retention – Timescales

Related to Children

Type of Personal Data	Retention Period
Children’s records including registers medication, accident books	3 years after child has left
Child protection and safeguarding records	Until the child is 24
Records of reportable injuries, death, disease or dangerous occurrence.	3 years after the record was made
Accident/medical records as specified by COSHH 4	40 years from the date of the last entry

Related to Employees

Type of employee personal Data	Details of employee personal Data	Data retention period	Business case/need for data retention	Method of data deletion
DATA THAT MAY BE ENTERED INTO COMPUTER SOFTWARE SPECIFIC FIELDS				
Recruitment data	Job offers - not accepted	6 months from the date of offer or rejection, except if any claim is made within that time, in which case the claimant's data will be held until completion of the claim.	A candidate may make a discrimination claim during or after the selection process. Information may therefore be required to defend a claim.	Automated system deletion 6 months after the date of offer or rejection, except if any claim is made within that time, or notification received of an ongoing dispute, in which case the claimant's data will be deleted on completion of the claim.
Contact / Personal data	Personal home and work contact details Emergency Contact details of next of kin Employee Photo	While employment continues and for 12 months from the date employment ceases, except if any claim is made within that time in which case the claimant's data will be held until completion of the claim.	To allow for contact to be made in the first year after employment ends to deal with any immediate issues arising.	Automated system deletion 12 months after termination date, except if any claim is made within that time, or notification received of an ongoing dispute, in which case the claimant's data will be held until completion of the claim.



<p>General Employment Contract data</p>	<p>Contract data including details of role, reporting structure, job location, holiday entitlement, notice period, working hours, and amendment to contract letters</p> <p>Probation data</p> <p>Overtime and TOIL data</p> <p>Lateness data</p> <p>Annual leave data</p> <p>Family leave data</p> <p>Privacy notices and data processing consent records</p> <p>Working time data</p>	<p>While employment continues and for 6 years after the last day of the last complete tax year during which they worked, except if any claim is made within that time, in which case the claimant's data will be held until completion of the claim.</p>	<p>As there is the possibility that any documents relating to an employee could be relevant to a tribunal, County Court or High Court claim, we are following current ICO guidance to keep employee files for 6 years following the end of employment.</p>	<p>Automated system deletion 6 years after the last day of the last complete tax year during which they worked, unless any claim is still outstanding in which case the claimant's data will be deleted on completion of the claim.</p>
<p>Performance and Training data</p>	<p>Absence data</p> <p>Appraisal data</p> <p>Probation data</p> <p>Qualification and skills data</p> <p>Training data</p> <p>Employee of the month and Good Job data</p>	<p>While employment continues and for 6 years after the last day of the last complete tax year during which they worked, except if any claim is made within that time, in which case the claimant's data will be held until completion of the claim.</p>	<p>As there is the possibility that any documents relating to an employee could be relevant to a tribunal, County Court or High Court claim, we are following current ICO guidance to keep employee files for 6 years following the end of employment.</p>	<p>Automated system deletion 6 years after the last day of the last complete tax year during which they worked, unless any claim is still outstanding in which case the claimant's data will be deleted on completion of the claim.</p>
<p>Pay and Benefits data</p>	<p>Payroll and tax data</p> <p>Date of birth</p> <p>Gender</p> <p>Loan data</p> <p>Advancements and deductions from wages data</p> <p>Court Orders data</p> <p>Statutory Pay data</p> <p>Bank Account details</p> <p>Expenses records</p> <p>Pension data</p> <p>Benefit schemes data</p>	<p>While employment continues and for 6 years after the last day of the last complete tax year during which they worked, except if any claim still outstanding, in which case the claimant's data will be held until completion of the claim.</p>	<p>Statutory retention period under the Taxes Management Act 1970 of 6 years after the last day of the last complete tax year during which they worked.</p>	<p>Automated system deletion 6 years after the last day of the last complete tax year during which they worked, unless any claim still outstanding in which case the claimant's data will be deleted on completion of the claim.</p>



Leavers data (not covered elsewhere)	Leaver's report	6 years after the last day of the last complete tax year during which they worked, except if any claim is made within that time, in which case the claimant's data will be held until completion of the claim.	As there is the possibility that any documents relating to an employee could be relevant to a tribunal, County Court or High Court claim, we are following current ICO guidance to keep employee files for 6 years following the end of employment.	Automated system deletion 6 years after the last day of the last complete tax year during which they worked, unless any claim is still outstanding in which case the claimant's data will be deleted on completion of the claim.
Health and Safety data	Data on any reportable accident, death or injury in connection with work Allergies data	While employment continues and for 6 years after the last day of the last complete tax year during which they worked, except if any claim is made within that time, in which case the claimant's data will be held until completion of the claim. (Accident/medical records as specified by the Control of Substances Hazardous to Health Regulations (COSHH) 40 years from the date of the last entry Requirement The Control of Substances Hazardous to Health Regulations 2002 (COSHH))	As there is the possibility that any documents relating to an employee could be relevant to a tribunal, County Court or High Court claim, we are following current ICO guidance to keep employee files for 6 years following the end of employment.	Automated system deletion 6 years after the last day of the last complete tax year during which they worked, unless any claim is still outstanding in which case the claimant's data will be deleted on completion of the claim.

DATA THAT MAY BE HELD BY NETHERFIELD PRE-SCHOOL AS CONTROLLER IN EMPLOYEE DOCUMENTS / FILE NOTES ON OUR COMPUTER SOFTWARE SYSTEM OR ELSEWHERE, INCLUDING ON PAPER

Recruitment documents	CVs of rejected applicants CVs of applicants offered jobs but not accepted References provided by third parties for job offers whether accepted or not	6 months from the date of offer or rejection, except if any claim is made within that time, in which case the claimant's data will be held until completion of the claim.	A candidate may make a discrimination claim during or after the selection process. Information may therefore be required to defend a claim.	Automated system deletion 6 months after the date of offer or rejection, except if any claim is made within that time, or notification received of an ongoing dispute, in which case the claimant's data will be deleted on completion of the claim.
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<p>General Employment Contract documents</p>	<p>CVs of current employees Application forms of current employees Employment Contracts Probation records</p>	<p>While employment continues and for 6 years after the last day of the last complete tax year during which they worked, except if any claim is made within that time, in which case the claimant's data will be held until completion of the claim.</p>	<p>As there is the possibility that any documents relating to an employee could be relevant to a tribunal, County Court or High Court claim, we are following current ICO guidance to keep employee files for 6 years following the end of employment.</p>	<p>Automated system deletion 6 years after the last day of the last complete tax year during which they worked, unless any claim is still outstanding in which case the claimant's data will be deleted on completion of the claim.</p>
<p>Performance and Training records</p>	<p>Disciplinary records Grievance records Capability / Poor Performance records Appraisal / Performance records Probation records Absence Management records Family Leave records Training agreements Qualification and skills documents, including professional certificates and driving licence copies Redundancy consultations</p>	<p>While employment continues and for 6 years after the last day of the last complete tax year during which they worked, except if any claim is made within that time, in which case the claimant's data will be held until completion of the claim.</p>	<p>As there is the possibility that any documents relating to an employee could be relevant to a tribunal, County Court or High Court claim, we are following current ICO guidance to keep employee files for 6 years following the end of employment.</p>	<p>Automated system deletion 6 years after the last day of the last complete tax year during which they worked, unless any claim is still outstanding in which case the claimant's data will be deleted on completion of the claim.</p>
<p>Pay and Benefits records</p>	<p>HMRC records Loan agreements Court Order records Statutory Pay records Bank Account details Expenses records Pension records Benefit schemes records</p>	<p>While employment continues and for 6 years after the last day of the last complete tax year during which they worked, except if any claim made within that time, in which case the claimant's data will be held until completion of the claim.</p>	<p>Statutory retention period under the Taxes Management Act 1970 of 6 years after the last day of the last complete tax year during which they worked.</p>	<p>Automated system deletion 6 years after the last day of the last complete tax year during which they worked, unless any claim still outstanding in which case the claimant's data will be deleted on completion of the claim</p>
<p>Leavers records (not covered)</p>	<p>Exit interviews Redundancy records</p>	<p>6 years after the last day of the last complete tax year during which they worked, except if any</p>	<p>As there is the possibility that any documents relating to an employee could be</p>	<p>Automated system deletion 6 years after the last day of the last complete tax year</p>



elsewhere)		claim is made within that time, in which case the claimant's data will be held until completion of the claim.	relevant to a tribunal, County Court or High Court claim, we are following current ICO guidance to keep employee files for 6 years following the end of employment.	during which they worked, unless any claim is still outstanding in which case the claimant's data will be deleted on completion of the claim.
Health and Safety records	Records of any reportable accident, death or injury in connection with work Allergies data	While employment continues and for 6 years after the last day of the last complete tax year during which they worked, except if any claim is made within that time, in which case the claimant's data will be held until completion of the claim.	As there is the possibility that any documents relating to an employee could be relevant to a tribunal, County Court or High Court claim, we are following current ICO guidance to keep employee files for 6 years following the end of employment.	Automated system deletion 6 years after the last day of the last complete tax year during which they worked, unless any claim is still outstanding in which case the claimant's data will be deleted on completion of the claim.
Immigration checks	Identification records Details of right to work in UK including any work permit	Whilst employment continues and for 2 years after the termination date of employment.	Legal obligation based on Home Office guidance issued under Immigration, Asylum and Nationality Act 2006, to retain copies of right to work documents during employment and for 2 years after they stop working for you.	Automated deletion two years after the last day of employment
Criminal convictions records	Disclosure and Barring Service (DBS) checks pre-recruitment Disclosures of criminal records during employment DBS periodic updates	1A. Pre-recruitment checks for job offers not accepted or withdrawn will be deleted 3 months after offer date, except if any claim is made within that time, or notification received of an ongoing dispute, in which case the claimant's data will be deleted on completion of the claim. 1B. Pre-recruitment checks for current employees will be deleted in accordance with the General Employment Contract Documents retention	1. Pre-recruitment checks or disclosures during employment need to be carried out or held if the employee is dealing with large amounts of sensitive data, or if otherwise necessary for the purposes of carrying out employment rights and obligations. These checks or disclosures may be a document relevant to any tribunal, County Court or High Court claim, and therefore to be retained for up to 6	Pre-recruitment checks for job offers not accepted or withdrawn - manual deletion 3 months after offer date, except if any claim is made within that time, or notification received of an ongoing dispute, in which case the claimant's data will be deleted on completion of the claim. Where DBS check is necessary for the purposes of carrying out employment



		<p>period above.</p> <p>2. Where DBS check or disclosure during employment is necessary for the purposes of carrying out employment rights and obligations, it will need to be kept during employment and will need to be regularly updated, and any update will replace the previous DBS check which should then be deleted.</p> <p>3. On termination of employment, a current DBS check or disclosure during employment will be held for 6 years after the last day of the last complete tax year during which they worked, except if any claim is made within that time, in which case the claimant's data will be held until completion of the claim.</p>	<p>years after termination of employment.</p> <p>2. Where replacement DBS checks are provided on a regular basis, the old check will be kept on the system whilst it is established whether any potential claim for which the DBS check may be relevant will be made in relation to that previous period.</p>	<p>rights and obligations an old DBS check will be deleted 12 months after storing of new updated DBS check unless any claim is still outstanding, in which case the claimant's data will be deleted upon completion of the claim.</p> <p>Where DBS check or disclosure during employment is necessary for the purposes of carrying out employment rights and obligations, a current DBS check or disclosure during employment will be automatically deleted 6 years after the last day of the last complete tax year during which they worked, unless any claim is still outstanding in which case the claimant's data will be deleted on completion of the claim.</p>
File Notes	Any Data included in File Notes	While employment continues and for 6 years after the last day of the last complete tax year during which they worked, except if any claim is made within that time, in which case the claimant's data will be held until completion of the claim.	As there is the possibility that any documents relating to an employee could be relevant to a tribunal, County Court or High Court claim, we are following current ICO guidance to keep employee files for 6 years following the end of employment.	Automated system deletion 6 years after the last day of the last complete tax year during which they worked, unless any claim is still outstanding in which case the claimant's data will be deleted on completion of the claim.



PRIVACY NOTICE (on notice board in hallway and welcome packs)

Netherfield Pre-School processes personal information about its children and is a 'data controller' for the purposes of Data Protection legislation. We collect information from you and may receive information about your child from their previous setting. If we do receive data from your child's previous setting, we will make you aware of this and remind you that you have the option of erasure if you wish.

We will only collect data that is absolutely necessary and will only use the data for the reason it is initially obtained, as stated below.

The categories of child level information that we collect, hold and share include:

- Personal information (such as name, age and address)
- Characteristics (such as ethnicity, language, nationality and country of birth)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information
- Medical information
- Special educational needs information
- Digital images and video footage
- Photocopies of identification (i.e. birth certificates/passports)

Why we collect and use this information:

- to support children's learning to provide evidence of development
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- to allow parents/children to access EYPP Funded Childcare
- to monitor and report on children's progress

The lawful basis on which we use this information:

We collect and use children's information and special category data under the lawful basis of "legal obligation", in line with **GDPR Articles 6(1)(c) and 9(2)(a)**:

"processing is necessary for compliance with a legal obligation to which the controller is subject" –

Article 6(1)(c)

"the data subject has given explicit consent to the processing of those personal data for one or more specified purposes" - **Article 9(2)(a)**

Collecting children's information

Whilst the majority of child level information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain child level information to us or if you have a choice in this.

Storing pupil data

If the child goes to another setting, any relevant data (such as assessment information and safeguarding information) will be passed directly to the next setting. A 'Transfer of Information' document will be completed by the new setting/school as proof of transfer.

Online data on Tapestry will be deleted or passed on to the child's next setting, and all data erased from the pre-school records.



If a child does not move to another setting, their personal data will be stored for one academic year – in the chance of them moving to another setting and the setting contacting us for relevant information - before being destroyed.

Some development and assessment data (such as Early Years Pupil Premium evaluations and cohort development data) will be stored for up to five academic years to ensure we can provide sufficient evidence to inspection bodies when required. This will contain the child's name and age/DOB only.

Paper data will be stored in a secure, locked location. Digital data will be kept on an encrypted memory stick.

Child records including medication forms, accident reports and any safeguarding information that is not passed onto the child's next setting will be kept for the required time frames (below) and stored in a secure, locked location. The required time from to keep safeguarding records is until the child is 24 years. The required time frame to keep medication and injury records is 20 years unless specified by COSHH which is 40 years.

Who we share children's information with

We routinely share children's information with:

- settings/schools that the children attend after leaving us
- our local authority (East Sussex County Council)
- the Department for Education (DfE)
- other professionals such as Health Visitors, Social Workers and such like the online learning journal database, Tapestry

Requesting access to your personal data

Under data protection legislation, parents and children have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the Pre-School Manager, Yve Puxty on 01424 838714.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance.

Alternatively, you can contact the Information Commissioner's Office at

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

Why we share children's information

We do not share information about our children without consent unless the law and our policies allow us to do so.

We share children's' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins the settings funding and educational attainment policy and monitoring.

Data collection requirements:



To find out more about the data collection requirements placed on us by the Department for Education (for example; via the early years census) goes to

<https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our children to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information about Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to

<https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our children from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data?
- the purpose for which it is required
- the level and sensitivity of data requested and the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Data Protection Officer: Yve Puxty – Manager



5.3 Information and Records Policies and Procedures - Comments and Complaints

Policy Statement

Netherfield pre-school aims to provide a safe, stimulating and caring environment where children and their families feel welcome and valued. We believe in working together with parents to ensure their children's needs are met. We welcome comments from parents about our provision and recognize parents are the prime educators and that comments, whether negative or positive, about our setting are made with the child's interest at heart.

Positive comments are a good way for parents to let settings know their work is valued and appreciated, and give everyone concerned the chance to build on good practice which promotes children's development. Parents are encouraged to praise where appropriate.

Procedures

Netherfield Pre-school will ensure that:-

- We are aware that complaints are clear expression of dissatisfaction with the group, its personnel or its services.
- The procedure will deal with specific concerns including a risk to health or safety of any individual or improper conduct or unethical behaviour.
- Anyone may file a complaint including children, parents, carers, volunteers, paid workers, or other people outside the group.
- Making a complaint is as easy as possible.
- Complaints are treated seriously whether it is made in person, by telephone, or by e-mail.
- Complaints will be dealt with promptly, politely and respectfully.
- The group learns from complaints and uses them to improve its services.

How to make a complaint

Complaints can be made in person, by telephone or in writing. The complaint may be resolved straight away by talking to the manager or person in charge.

The manager or person in charge will provide a complaint record form. (sample attached)

The complaint form will be forwarded to the chairperson of the group for action.

Ofsted will be informed of a complaint made against the group. Contact Ofsted on **0300 123 4666** or Ofsted.gov.uk.

Everyone involved in the complaint will be expected to treat the information as confidential.



5.4 Information and Records Policies and Procedures - Complaints Record (sample)

By law (see page 39 of the *Statutory framework for the early years foundation stage* booklet), registered childcare providers must make parents aware of their complaints procedures, including how to make a complaint to Ofsted. To ensure it's clear to all, the procedure should ideally be in writing, and signed by a parent of each child. (Where a childcare provider is registered on the Childcare Register, their complaints procedure **must** be in writing.) All written complaints that relate to the childcare requirements **must** be recorded and investigated by the childcare provider, and they must notify the complainant of the outcome within 28 days. Records should be kept for at least 3 years and must be available to parents and to Ofsted.

If an allegation of serious harm or abuse is made against the childcare provider or anyone who lives or works with them, the childcare provider **must** notify Ofsted and their local authority's Children's Social Care department immediately. This is a legal requirement (see page 21/22 of the Statutory Framework).

This sample form can be photocopied, or you can make your own if you ensure it includes the necessary information.

Date of complaint:			
A: Source of complaint			
Parent (in writing, including email*)	<input type="checkbox"/>	Staff member / Assistant	<input type="checkbox"/>
Parent (in person)	<input type="checkbox"/>	Anonymous	<input type="checkbox"/>
Parent (phone call)	<input type="checkbox"/>	Ofsted (include complaint number if known)	<input type="checkbox"/>
		Other (please state)	<input type="checkbox"/>
B: Nature of complaint (tick more than one if necessary)			
<input type="checkbox"/> Child Protection / Safeguarding	<input type="checkbox"/>	<input type="checkbox"/> Behaviour management	<input type="checkbox"/>
<input type="checkbox"/> Communication with parents	<input type="checkbox"/>	<input type="checkbox"/> Suitability of childcare provider/ other adult	<input type="checkbox"/>
<input type="checkbox"/> Premises / security / safety	<input type="checkbox"/>	<input type="checkbox"/> Adult:child ratio/condition of registration	<input type="checkbox"/>
<input type="checkbox"/> Equal opportunities	<input type="checkbox"/>	<input type="checkbox"/> Furniture/equipment/toys/facilities	<input type="checkbox"/>
<input type="checkbox"/> Special needs	<input type="checkbox"/>	<input type="checkbox"/> Organisation/ meeting children's needs	<input type="checkbox"/>
<input type="checkbox"/> Medication procedures	<input type="checkbox"/>	<input type="checkbox"/> Documentation	<input type="checkbox"/>
<input type="checkbox"/> Illnesses / injuries procedures	<input type="checkbox"/>	<input type="checkbox"/> Learning and development / activities	<input type="checkbox"/>
<input type="checkbox"/> Food and drink	<input type="checkbox"/>	<input type="checkbox"/> Other	<input type="checkbox"/>
<input type="checkbox"/> Smoking	<input type="checkbox"/>		



Details of the complaint:

Note: If it is impossible to retain confidentiality in this record, you will also need to maintain a separate record which outlines the complaint without disclosing the identity of the complainant or any particular child (ren).

Please turn over

C: How the complaint was dealt with (tick more than one if necessary)

Internal investigation	<input type="checkbox"/>	
Investigation by Ofsted	<input type="checkbox"/>	
Investigation by other agencies (please specify)	<input type="checkbox"/>	

Details of any internal investigation:

In the case of investigation by Ofsted, attach any outcomes letter / Ofsted correspondence

D: Actions and outcomes

Internal actions	<input type="checkbox"/>	Other action taken by Ofsted	<input type="checkbox"/>
Actions that were agreed with Ofsted	<input type="checkbox"/>	No action	<input type="checkbox"/>
Changes to conditions of registration	<input type="checkbox"/>	Actions imposed or agreed with other agency	<input type="checkbox"/>

Details of actions and outcomes:

Outcome notified to complainant: Yes

Date:

Has a copy of this record been shared with parents? Yes

No

Name of registered childminder:

Childminder's signature:

Date completed:



5.5 Information and Records Policies and Procedures - Admissions and settling In (transitions)

Policy Statement

At Netherfield Pre-school we want children and families to enjoy being involved. Children need to know that other adults care about them and will help them to play with the activities offered at our setting. Parents need to feel confident in the ability of the adults in our setting, that they are able to look after and encourage their children to benefit from time spent in our setting. Upset children cannot relax and enjoy the activities available. Children need to form strong friendship groups to help them through transitions.

Procedures

- Netherfield Pre-school welcomes all families from the area.
- In order for families to know this we publicize our services in local shops, community centres, schools and the local news publication.
- We provide information both verbally and in the form of a booklet for new families.
- We ensure that this information reflects that all families are welcome into our group.
- Regular newsletters are supplied throughout the year informing parents and carers of our current topics, helpful information, fundraising and general news.

When children are ready to start the Pre-school we will:-

- Encourage parents, with their child, to visit our setting on a number of occasions before their child is due to start attending alone.
- We will agree with the parents how we will introduce and settle their child into our setting, to ensure that the individual needs of the child are met.
- We will welcome parents at our sessions until they feel confident that their child has settled and no longer needs them to stay.
- We will reassure parents, who are anxious about their child, information about their child's activities and welfare while attending our session.
- We will introduce new starters in small numbers over a period of time to allow each child the time and support needed to settle.
- Each new starter will be allocated a key worker who will work with the parent and the child to ensure the settling in process is made as easy as possible.



5.6 Information and Records Policies and Procedures - Animals in the setting

Policy statement

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

Procedures

Animals in the setting as pets

- We take account of the views of parents and children when selecting an animal or creature to keep as a pet in the setting.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for the animal or creature and ensure that it is cleaned out regularly and is kept safely.
- We ensure that the correct food is offered, at the right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- We register with the local vet and take out appropriate pet care health insurance.
- We make sure all vaccinations and other regular health measures, such as de-worming, are up-to-date and recorded.
- Children are taught correct handling and care of the animal or creature and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Staff wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of the owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

Visits to farms

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

Legal framework

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

Further guidance

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