

Old Dalby Preschool

Policies and Procedures

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1. Safeguarding Children - Policy and Procedures

This policy is in accordance with the following current legislation:

Protection of Children Act (1999)
GDPR and Data Protection Act (2018)
Safeguarding Vulnerable Groups Act (2006)
Childcare (disqualification) Regulations (2018)
Childcare Act (2006)
Statutory Framework for EYFS (2017)
UN Convention on the rights of the child 1989
Children Act (1989, 2004)
Children and Families Act (2014)
Education Act (2002, 2005 & 2011)
Sexual Offences Act (2003)
Protection of Freedoms Act (2012)
Prevent and FGM duties
Children and Social Work Act (2017)

We work within the Leicestershire Safeguarding Children Partnership Board guidelines. These are available at <https://llrscb.proceduresonline.com/index.htm>

We follow guidance from Working Together to Safeguard Children (2018)

Our main principles are:

- The welfare of the child is paramount.
- Adults about whom there are concerns should be treated fairly and honestly and should be provided with support.

Our aims are:

- To provide a safe environment for children to learn in.
- To establish what actions the Preschool can take to ensure that children remain safe, at home as well as at the setting.
- To raise the awareness of all practitioners of their professional responsibility for Child Protection and Safeguarding children, and to define their roles and responsibilities in reporting possible cases of abuse regarding the LSCP's competency framework.
- To identify children who are suffering, or likely to suffer, significant harm.
- To ensure effective communication between all practitioners and other professional agencies on child protection issues.
- To set down the correct procedures for those who encounter any issue of safeguarding.

Definitions:

Safeguarding- Covers a broad range of activities such as protecting all children from mal treatment, preventing impairment of children's health or development, ensuring that children growing up in circumstances consistent with the provision of safe and effective care, taking action to enable all children to have the best life chances.

Child Protection- refers to specific children who are suffering or likely to suffer from significant harm.

It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.

We intend to create in our Preschool, an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to.

All children and young people have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. Old Dalby Preschool has a commitment to anti-discriminatory practice.

Suitable People

The Preschool have regard to the Rehabilitation of Offenders Act 1974 ((Exceptions) Order 1975 as amended). This makes certain regulated activity (i.e., working with children) exempt from the ROA and therefore requires an individual to be subject to an Enhanced Disclosure and Barring Service check (DBS).

All applicants working within the Preschool, whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide at least two references. All such references will be followed up. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought.

All appointments, both paid and voluntary, will be subject to a probationary period and will not be confirmed unless the Preschool is confident that the applicant can be safely entrusted with children.

We obtain references and enhanced criminal record checks through Disclosure and Barring Service for practitioners and volunteers who will have unsupervised access to children, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) for the vetting and barring scheme. Volunteers do not work unsupervised.

All new practitioners will be subject to an induction period of 3 months and will be highly supervised during their probation time.

We record information about staff qualifications and the identity checks and vetting processes that we have completed (including the criminal records check reference number, the date a check was obtained and details of who obtained it).

The Chair of the committee alongside the manager must ensure that the recruitment process:

- is well planned and structured
- identifies the best person for the job
- gives clear messages early on to candidates about the organisation's commitment to safeguarding and protecting children
- uses application forms, not curricula vitae (CVs)
- involves taking up references that comment on suitability to work with children, which are followed up if there are any concerns

- incorporates a face-to-face interview in the selection process, as well as other selection tools if possible
- ensures examination of candidates' motives and attitudes towards children, as well as their skills and experiences
- always involves consideration of criminal history information
- always ensures candidates' identification documents (IDs) are properly checked
- includes police checks, subject to current guidance on checking practitioners and volunteers.

All members of the Old Dalby Preschool committee will be subject to a DBS check and will be required to complete an EY2 form in line with Ofsted's guidance.

Recruitment of Ex-offenders – See appendix 1

Seek and supply training

We will seek out training opportunities for all adults involved in the group to ensure that they recognise the symptoms of all forms of possible abuse and also the procedures to follow. Practitioners will be trained to the highest level in child protection appropriate for their role and will be required to record evidence of their competencies in accordance with the competency framework.

We ensure that all practitioners know the procedures for reporting and recording their concerns in the setting.

Prevent abuse by means of good practice

- All practitioners and committee members will be subject to an EDBS (Enhanced Disclosure and Barring Service) check. These will be processed and managed by the Preschool manager and/or committee. All EDBS information will be managed in line with the Secure Storage, Handling, Use, Retention & Disposal of Disclosures and Disclosure Information – see appendix 2
- Adults will not be left alone for long periods with individual children or with small groups. Adults who have not been registered as "suitable" persons (enhanced DBS check) will not be left alone with the children at any time and will not take children unaccompanied to the toilet.
- It is made clear to all practitioners, volunteers and students that action must be taken immediately when they have a concern about a child's well-being.
- Safeguarding will be on the agenda of every staff/committee meeting, supervision and appraisal.
- We have procedures for recording the details of visitors to the setting.
- The layout of the playroom and outdoor area will permit constant supervision of all children.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- We have implemented procedures regarding ill or infectious children and for administering medicines.

- We ensure there is a suitably equipped first aid box accessible at all times.
- We keep written records of accidents, injuries and first aid treatment.
- Gaining information from parents about dietary and health requirements
- Ensuring the availability of fresh drinking water
- Ensuring that we provide a balanced and healthy snack menu.
- Ensuring all adults involved with the setting, for example, staff, volunteers and parents are aware of the safeguarding policies and procedures.

Respond appropriately to suspicions of abuse

We acknowledge that abuse of children can take many forms- including but not limited to physical, emotional, sexual, neglect, online abuse, domestic violence in the home, radicalisation and extremism, female genital mutation and child sexual exploitation.

The first concern and priority will be the child.

Children whose condition or behaviour has given cause for concern will be listened to, reassured and helped to understand that they themselves are valued and respected and have not been at fault.

Concerns will **first** be recorded. This will **then** be discussed with the designated person for safeguarding and the information will be kept securely.

Practitioners will record any concerns *and then* report to the Designated Safeguarding Officer (DSO) of the Preschool. The DSO will listen, discuss and record the concern and follow the referral procedure as outlined by the LSCP, this may lead to a referral to the appropriate body (First Response team in Leicestershire). If practitioners feel their concerns have not been dealt with accordingly by the Preschool DSO, the next port of call will be the committee. If the concern is still not addressed the Preschool practitioners have a duty to contact the first response team themselves to report the concern. Parents will normally be the first point of contact if a concern is recorded. If a referral is made in most cases parents will be informed except where the guidance of the Leicestershire Safeguarding Children Partnership Board does not allow this. This will usually be the case where the parent is likely to be the abuser. In these cases, the investigating officers will inform parents.

All such suspicions and investigations will be kept confidential, shared only with those who need to know. If a safeguarding incident occurs the designated person will inform the Ofsted nominated person and a member of the committee with regard to conflict of interests.

Whistleblowing

Old Dalby Preschool creates an environment where employees feel able to raise concerns without judgement.

It is important that any fraud, misconduct or wrongdoing by employees, volunteers or committee members is reported and properly dealt with. At Old Dalby Preschool we encourage all individuals to raise any concerns they may have about the conduct of others in the setting or the way in which

the setting is run. We recognise that effective and honest communication is essential if malpractice is to be effectively dealt with.

Examples of wrong doing or mal practice in the workplace:

- health and safety risks
- corruption or fraud
- unacceptable punishments
- abuse of a child
- failure to comply with statutory or legal obligations
- covering up wrong doing or mal practice

Whistle blowing relates to all practitioners and volunteers who work within the setting who may need to raise concerns that they have about the conduct of others in the setting or the way it is run.

We will support this by

- Providing regular staff appraisals and supervisions in which practitioners can talk openly and in confidence about any concerns they may have.
- Encouraging all practitioners to be watchful for illegal, inappropriate or unethical conduct and report anything of that nature to the Manager. If the concern is about the manager, it will be escalated to the committee.
- Making sure practitioners are aware that any matter raised will be investigated thoroughly, promptly and confidentially and the outcome will be reported back to the person raising concerns
- Not victimising anyone who raises a concern

If misconduct is discovered as a result of any investigation the Old Dalby Preschool disciplinary procedure will be followed, the Local Authority Designated Officer (LADO) may be informed. Any attempt to cover up misconduct is in itself a disciplinary offence

NSPCC Whistle blowing advice line- 0800 028 0285

Allegations against a practitioner:

We ensure that all parents know how to complain about the behaviour or actions of practitioners or volunteers within the setting which may include an allegation of abuse.

We follow the guidance of the LSCP when responding to any complaint that practitioners, or volunteers within the setting has abused a child.

The process of managing allegations starts where information comes to the attention of a DSO or a member of the committee which suggests that an adult working with children may have:

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

At this stage the DSO or person receiving the allegation should ensure that a factual account of the allegation is recorded, dated and signed, a chronology of events is initiated, and any key information is identified. **No attempts should be made to investigate further before discussion with the LADO (Local Authority Designated Officer).** The complaint is then immediately referred

to the Local Safeguarding Children Partnership Board and reported to Ofsted.

Employers may also seek the advice of the LADO where an employee's behaviour is a matter for concern to his/her manager because it compromises or may be seen to compromise the reputation and ability of the organisation to safeguard children and young people.

There will be an initial discussion between the LADO and the manager to determine the course of action to follow.

This initial sharing of information and evaluation may lead to a decision that no further action is to be taken regarding the individual facing the allegation or concern. The manager will then decide which is the best course of action to take within the organisation.

For all other cases, the discussion will then focus on agreeing a course of action including deciding whether the information meets agreed thresholds to hold a strategy meeting under child protection procedures, and whether suspension of the adult is appropriate. The LADO should canvass the views of police and/or children's social care as to whether the practitioner should be suspended from contact with children. The power to suspend rests with the employer alone and it cannot be required by another agency, although the employer should have regard to the views of investigative agencies if involved.

In the case that the allegation is about the Preschool manager, the committee will carry out the procedures.

The LADO will retain overall management of the process (including the monitoring of cases which have been referred to the employer for internal resolution) until the case reaches its conclusion and will ensure that accurate records are kept.

Where a practitioner or volunteer is dismissed from the setting because of misconduct relating to a child, the Independent Barring Board administrators will be notified so that the name may be included on the Protection of Children Vulnerable Adults Barred List.

Our responsibilities under the Safeguarding Vulnerable Groups Act 2006, includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

Children Missing in Education

The safeguarding of children is of the highest priority and, to ensure that children and families who fail to engage or disengage from our service are located, response needs to be quick. We are aware that on some occasions children missing from education can be a sign of a child protection concern. All agencies have a responsibility to share appropriate information, work together and ensure all reasonable efforts are made to trace children and families. Old Dalby Preschool will do this by following the best practice guidance for early years providers devised by Leicestershire County Council. Please also see our Absent Child policy.

Keep records

Where a child/parent/carer/volunteer/practitioner makes comments to a practitioner that gives cause for concern (disclosure), observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks

or signs of possible abuse or neglect that member of practitioners:

- Will listen to the child/parent/carer/volunteer/practitioner's, offer reassurance and give assurance that action will be taken
- Does not question the child/parent/carer/volunteer/practitioner's
- Makes a written record at the time they are raised that forms an objective account of the observation or disclosure on the Preschool safeguarding stationery provided when possible. This will include:
 - The date and time of the observation or disclosure
 - The exact words spoken by the child/parent/carer/volunteer/practitioners as far as possible
 - The name of the person to whom the concern was reported, with the date and time
 - The names of any person present at the time

These records are signed and dated and kept securely and confidentially.

Designated Safeguarding Officer

The roles and responsibilities of the Preschool Designated Safeguarding Officer are:

- to take responsibility for making safeguarding referrals
- liaise with social care and other professionals
- ensure attendance at conferences or reviews
- ensure the right information is presented to social care about a child or family
- make a professional judgement about which type of referral to make either child protection, child in need or early help.
- make a professional judgement on whether or not to notify parents before making the referral to social care.
- Follow up on referrals or updates from social care
- To have the ability to manage conflict and disagreement between professionals within and across services/agencies and know how to appropriately challenge and escalate where necessary.

Making a referral

Referrals will be made to the county in which the child lives or is found.

If the child is known to have an allocated social worker, the referral should be made to them or in their absence to the social worker's manager or a duty children's social worker. In all other circumstances referrals should be made to the duty officer.

The referrer should confirm verbal and telephone referrals in writing, within 48 hours.

Where an assessment has been completed prior to referral, these details should also be conveyed at the point of referral.

LA children's social care should **within one working day** of receiving the referral make a decision about the type of response that will be required to meet the needs of the child. If this does not occur within three working days, the referrer should contact these services again and, if necessary, ask to speak to a line manager to establish progress.

Please see Leicestershire County Council website to see referral process:

<https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/report-abuse-or-neglect-of-a-child>

Referral for Child protection- phone First response 0116 305 0005 or police 999

Referral for child in need- complete online referral form (MARF) on above webpage
Referral for Early help- complete online referral form (MARF) on above webpage

If I doubt phone first response for advice.

If a referral is not accepted, please follow the escalation process for the county in which you have referred. If you cannot find the escalation process, please ring First Response (LCC) or equivalent and ask to speak to a manager to report your concerns.

If there has been no response from a referral within a reasonable time frame it is the responsibility of the referee to chase up with social care. The time frames are as follows:

Referral to first response after 24 hours
Online referral for child in need after 48 hours
Online referral for Early Help after 2 weeks

Information Sharing

Children's safety is paramount.

All parents/carers will be asked to give their consent within the application form for the Preschool to share information with other professionals when in the best interest of the child.

The Preschool will share information in a way that is consistent with the GDPR and Data Protection Act and for reasons to provide a sound basis for building knowledge about a child's situation. This will be to decide whether or not abuse is or may be taking place.

We are obliged to share confidential information without authorisation from the person who provided it or whom it relates if in the interest of the child's well-being. That is when:

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

The decision will not be made by an individual but with the back-up of the front-line management team. The three critical areas are:

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

The Preschool operates in accordance with the guidelines laid down by the Local Safeguarding Children Board.

The Preschool will maintain ongoing contact with the registering authority, together with names and telephone numbers of individual social workers, to ensure that it would be easy, in any emergency, for the Preschool and the Social Services Department to work well together. (Please see below for contact numbers).

All professionals must confirm verbal and telephone referrals in writing within 48 hours of being made.

Before sharing information regarding a referral, confirmation of the other person's identity must be sought. In a face-to-face situation, identification will be inspected. In a telephone conversation the person calling should be asked to provide a number to call back on. This number should then

be verified before information is shared. In email correspondence the email address will be checked and verified before sharing any information.

Support families

The Preschool will take every step in its power to build up trusting and supportive relationships between families and practitioners and volunteers in the group.

Where abuse at home is suspected, the Preschool will continue to welcome the child and family while investigations proceed without judgement.

With the proviso that the care and safety of the child must always be paramount, the Preschool will do everything in its power to support and work with the child's family.

Children subject to a Child Protection Plan, Child in Need Plan or Early Help Support

At Old Dalby Preschool we welcome all children and families without judgment and we are aware that some children and families may need extra support in the form of intervention from the social team. We will support these children by:

- Forming strong bonds with children
- Liaise regularly with parents/carers
- Liaise regularly with professionals involved
- Give parenting advice and strategies where possible
- sign post families to services that provide extra help and support
- Closely monitor children's well-being and development
- Create action plans for children
- Identify any needs and use strategies/ buy extra resources to help support children
- Have regular staff meetings to share, collaborate, evaluate and update all information

The Prevent Duty and promoting British Values

With regard to:

- The Prevent Duty Guidance for England and Wales
- Counter-terrorism and Security Act 2015

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as '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 duty is known as the Prevent duty.

Here at Old Dalby Preschool, it is essential that practitioners can identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of a childcare providers' wider safeguarding duties and is similar in nature to protecting children from other harms, whether these come from within their family or are the product of outside influences.

We can build children's resilience to radicalisation by promoting fundamental British values, we will do this through the effective management and implementation of the Early Years Foundation Stage and giving children valuable ways to develop their personal, social and emotional development as well as their understanding of the world.

All practitioners will undertake appropriate training and will be made aware of the appropriate helpline numbers.

We will assist and advise families who raise concerns and signpost them to relevant information and support mechanisms.

We will have a robust British Values policy which will be distributed to all staff and families.

The fundamental British values are embedded into the Early Years Foundation Stage.

Definitions:

Extremism- Vocal or active opposition to British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs

Radicalisation- Refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. We are aware that this may also include extremist groups including but not limited to animal rights activists, extreme right-wing parties and groups with extreme views or political interests.

Procedure for reporting concerns of extremism and radicalisation

If a practitioner has a concern the usual safeguarding procedure will be followed.

The local police force can also be contacted or dial 101 (the non-emergency number). They will be able to talk about concerns in confidence help gain access to support and advice. Also, they can advise if this would be a case for Channel. The Department for Education has dedicated a telephone helpline (020 7340 7264) and email address (counter.extremism@education.gov.uk) to enable practitioners to raise concerns relating to extremism directly.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

Access to the building

Visitors to the setting are asked to use the buzzer to gain access. Only staff members are permitted to let visitors in the gate. The staff member will use the camera to see who is outside and if they do not recognise the visitor, they will talk to them over the intercom. If the staff member is still unsure of who the person is they will then go out to the gate.

Parents/carers **are not permitted to** let any person into the Preschool gate.

If parents/carers are coming through the gate and someone is approaching they must shut the gate and explain that they are not permitted to let them in. Parents/carers of children not at the setting who are picking up from school must use the school gate provided.

Planning for Emergency Situations

Fire

We take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency. We have an emergency evacuation procedure, appropriate fire detection and control equipment which is in working order. Fire exits are clearly identifiable, and fire doors are kept free of obstruction and easily opened from the inside.

Medical Emergency

We aim to have all practitioners adequately trained in Paediatric First Aid. If any first aid is given an accident/incident form will be recorded and parents will be asked to sign.

Uninvited/Unauthorised Visitor to the Setting

In the rare event of an unauthorised person trying to get into Preschool or attempting to interact/watch children in the Preschool garden, staff members will remain vigilant. A whistle will be blown and all children will come into the main Preschool room quickly. Staff members will pick up and bring inside younger children or children that may not understand the procedure. A record of all information available about the person including what they are wearing, car registration, anything said or done. The police will be called straight away.

Designated Safeguarding Officer – Leonie Miller-Pounder

CONTACT DETAILS

Leicestershire

First response: 0116 3050005

Email: childrensdutyteam@leics.gov.uk

Local Safeguarding Children’s Partnership Board: 0116 3057130

Allegations Line: 0116 305 4141

Email: CFS-LADO@leics.gov.uk

Additional Advice and Support

Family Information Service

0116 3056545

Nottinghamshire

Multi-Agency Safeguarding Hub (MASH): 0300 5008090

Emergency duty team: 0300 4564546

NB- Safeguarding during the Coronavirus pandemic

We will continue to take all necessary steps to keep children safe and well during this period and have regard to the government’s statutory guidance on Working together to safeguard children. The safeguarding and welfare sections of the EYFS foundation framework still apply, including requirements relating to child protection arrangements. We will work closely with the local authority.

2. Mobile Phones, Tablets and Camera Policy

Old Dalby Preschool operates a Mobile phones, Tablets and Cameras policy to protect our children, protect practitioners from allegations and maintain high standards of care within the Preschool.

Mobile Phones/Tablets

The setting's mobile phone- 07479522060

- The use of personal mobile phones is **prohibited** in all areas of the Preschool where children are present.
- Practitioners, volunteers and students will keep their personal mobile phones and any other device with a camera locked away in the kitchen or office during hours of work. Personal mobile phone activity may only be carried out at designated breaks in the kitchen and office areas or off site but never when there are children around. If a personal emergency occurs, practitioners, volunteers and visitors are requested to use the setting's phone.
- Visitors will be asked to keep their mobile phones and any other device with a camera in the office area while they are on the premises unless chaperoned by a practitioner at all times e.g. visits from new parents.
- Practitioners, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of Preschool children for their own records during session times.
- The setting owns a mobile phone. This will be used for two-way contact with parents/carers.
- The setting owns three tablets. These are used for recording observations of children.
- The phone and tablets will be kept on the Preschool premises and will only leave the setting on outings or in an emergency.
- The mobile phone/tablets will be kept in the office when not in use.
- Photographs and videos of children may be taken on the phone/tablets but only for the purpose of sending them to parents/carers or for observations. This will be carefully monitored by the setting manager and deputy in the manager's absence.
- As other children may incidentally feature in the background of photographs, parental consent will be sought for all children.
- Parents may not put any photo or video sent by the Preschool onto any social media sight where other children feature in the background.
- Practitioners will be made aware when parental consent is withheld.
- Photographs will be deleted immediately after use.
- The phone and tablets will be password protected.
- Parent/carer's phone numbers will be kept in the address book of the phone, when a child leaves the setting the number will be deleted.
- In the unlikely event that the phone or tablets are lost or stolen they will be locked and deactivated immediately

Photographs

- Photographs are taken of children to provide evidence of their achievements for developmental records or displays within the setting after parental consent is received. **Photos are taken using the Preschool tablets and the setting's mobile phone only.** These photos are transferred to the computer to print out, uploaded onto Tapestry (online learning journal) or sent to parents/carers and then deleted from both tablet/mobile phone and computer after use.
- Photos are printed in the setting by practitioners and images are then removed.
- On occasion we might like to use photographs of the children taking part in an activity to advertise/promote our Preschool, however in this instance permission from the person

who holds parental responsibility will be sought.

- Children are not permitted to bring personal cameras or devices in which photos can be taken into the setting. Any items brought in will be confiscated and put into the office until a parent collects.
- Parents/ are not permitted to bring personal cameras or devices in which photos can be taken to record special events such as plays or parties. The Preschool will use the setting's camera/tablet and then email or print out the images to give to the parents.

3. Safety online policy

Old Dalby Preschool is committed to keeping children safe and healthy and the Safety Online Policy operates at all times under the umbrella of the Safeguarding Policy. The safety online policy relates to electronic communications of all types.

All practitioners have a duty to report any online safety incidents which may impact the professionalism of individuals or the Preschool.

The Internet is now regarded as an essential resource to support teaching and learning. IT skills are vital to accessing life-long learning and employment. It is important for children to learn to be safe online from an early age and the Preschool can play a vital part in starting this process. Internet safety in the Preschool depends on staff, parents, carers and visitors taking responsibility for the use of Internet and other communication technologies such as mobile phones.

It is the Preschool's responsibility to use technical solutions to limit Internet access and to monitor their effectiveness. We will do this by:

- Ensuring that malware and virus protection are up to date and functioning.
- Only allow access to age appropriate games and sites.
- Ensuring all filters are at the maximum protection level on devices used by children.
- Actively inform parents of the potential risks when using the internet and how to manage them.
- Ensuring all practitioners have an awareness of the risks around the use of technology
- Ensuring all electronic communication with children, parents, carers, practitioners and others is compatible with the professional role of the sender and in line with the policies of the setting.
- Monitoring children while they are using the internet in the setting.
- Deliver E-safety messages to the children at the appropriate level for their age.
- Ensure all staff members are aware of the risk posed by the online activity of extremist and terrorist groups.
- Ensure all staff members have good knowledge of all potential online threats to children and how to manage them appropriately

Cyber Bulling

We are committed to ensuring that all practitioners are treated with dignity and respect at work. Bulling and harassment of any kind will not be tolerated in the work place. Cyber bulling methods could include using text messages, mobile phone calls, instant messenger services, or by posting comments on web sites, blogs or in chat rooms.

Personal Social Media Platforms

Social media, professional networking sites, and personal Web sites are all useful technologies. Every employee, volunteer and visiting student has an opportunity to express and communicate on-line in many ways, and the Manager and Committee do not wish to discourage an on-line presence.

Good judgement should be made on all material that makes its way on-line.

This policy will set forth guidelines that employees, volunteers, students and parents/carers should follow for all online communications in reference to the Preschool.

- Any material presented online in reference to the Preschool by any employee, volunteer, student, parent or carer is the responsibility of the poster.

- Practitioner's online activity, **both in work and outside**, will not bring the setting or individual's professional roles into disrepute.
- At no time should any posts be made in reference to children, parents or other professionals that employees may come in to contact with through work.
- At no time must any photographs or materials be published that identify the setting or children. Pictures of practitioners may only be used with the express permission of the practitioners concerned.
- Any practitioner found to be posting remarks or comments that breach confidentiality and/or are deemed to be of a detrimental nature to the Preschool or other employees may face disciplinary action in line with the company disciplinary procedures. (Students will be asked to leave immediately).
- Posting/publishing photographs of the setting, children or practitioners, unless practitioner's permission has been gained, may face disciplinary action in line with the Preschool's disciplinary procedures. (Students will be asked to leave immediately).
- We advise that employees are not linked in any way to parents/carers of the children attending Old Dalby Preschool on any Social Network sites.

The Preschool employees are encouraged to use the following guidelines in social networking practices:

- Remember that no information sent over the web is totally secure and as such if you do not wish the information to be made public refrain from sending it over a social network site.
- **Maintain professionalism, honesty, and respect at all times.**
- Apply a "good judgement" test for every social networking post that you make. Could you be guilty of leaking information? Discussing confidential information? Is it negative commentary regarding the Preschool or its employees?
- Furthermore, if a practitioner becomes aware of any social networking activity that identifies or refers to Old Dalby Preschool, please advise the Setting Manager immediately.

Old Dalby Preschool Practitioner's WhatsApp group

Practitioners will be invited to join a Preschool WhatsApp group. This group is solely to share ideas and/or discuss other non-confidential Preschool business. Staff will never discuss individual children or confidential situations regarding the Preschool. The manager will monitor the group and if any inappropriate messages are sent the sender will be immediately removed and may face disciplinary action. All concerns relating to children must be passed on to the DSO face-to-face.

Old Dalby Preschool's Online Presence

Website:

Our website is a useful tool to promote the Preschool and update parents on Preschool matters. Updating the website is the responsibility of the manager.

- Photographs of children, parents and practitioners will only be put on our website if specific written consent is given
- All information put on the website will be relevant and current
- The manager has sole access to the editing tools of the website

Facebook:

Facebook provides a means of promoting the organisation and informing parents of updates. Our Facebook page is open to allow us to market the Preschool and pass information to the local community.

We will ensure our Facebook activity is responsible and mindful of safeguarding issues by:

- On the occasion the Preschool wishes to post photographs of children, parents and practitioners on our Facebook, specific written consent is sought
- Parents/carers and practitioners must be mindful of breaching confidentiality, identifying children and families and/or causing offence when posting comments on our Facebook page. This will be monitored by the manager and deputy daily and any inappropriate comments will be deleted promptly.
- Individuals/groups that breach this policy will be blocked from the page immediately

YouTube and other video streaming sites

Occasionally Old Dalby Preschool staff will use YouTube as a valuable way to extend children's knowledge and understanding. We are aware of the risks of YouTube and have written this policy to help minimise the potential risks associated.

The preschool staff will be responsible for:

- Ensuring that malware and virus protection are up to date and functioning.
- Only allow access to age-appropriate videos.
- Ensuring all filters are at the maximum protection level on the children's computer
- All videos intended to be shown to the children will be first looked at by a member of management in a private area and a judgment will be made on whether they are suitable for purpose.
- The auto-play setting will be turned off
- Children will never be left unsupervised on YouTube and other video streaming sites.

4. Intimate Care Policy

Old Dalby Preschool aims to support children's care and welfare on a daily basis in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. At times children need to be cuddled, encouraged, held and offered physical reassurance.

Intimate care routines are essential throughout the day to ensure children's basic needs are met. This may include nappy changing, supporting children with toileting, changing clothes where required, first aid treatment and specialist medical support.

In order to maintain the child's privacy, the majority of these actions will take place on a one-to-one basis and wherever possible will be supported by the child's keyworker, with the exception of the first aid treatment that will be conducted by a qualified first aider.

We wish to ensure the safety and welfare of the children involved in intimate care routines and safeguard against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. Through the following actions we will endeavour to support all parties:

- Promote consistent and caring relationships through the key person system in the setting and ensure all parents understand how this works
- Ensure all staff undertaking intimate care routines have suitable enhanced DBS checks
- Train all staff in the appropriate methods for intimate care routines and access specialist training where required, i.e. first aid training, specialist medical support
- Conduct thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines
- Follow up on these procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the preschool will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensure all staff have an up-to-date understanding of safeguarding and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns in the most appropriate and speedy manner
- The setting operates a whistleblowing policy as a means for staff to raise concerns relating to their peers. The management will support this by ensuring staff feel confident in raising worries as they arise in order to safeguard the children in the setting
- The management team regularly conducts working practice observations on all aspects of preschool operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines.
- Staff will be trained in behaviour management techniques which will include using restraint techniques where required, e.g. if a child is likely to hurt themselves or others. Please refer to the physical intervention policy
- The preschool conducts regular risk assessments on all aspects of the setting operation and this area is no exception. The preschool has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved. This included doors being left open so no member of staff is ever shut away with a child.

If any parent or member of staff has concerns or questions about intimate care procedures or individual routines please see the manager at the earliest opportunity.

5. Violence or intruder in the Setting Policy

Old Dalby Preschool believe that the safety of the children and staff in our preschool is of paramount importance. We make every effort to keep our preschool safe from intruders.

The aim of this policy is to inform staff and parents/carers of the procedures to take in the event of an intruder being identified on the premises. All staff must be aware that it is their priority to maintain the safety of any children in their care as well as their own safety and to protect the preschool's environment and equipment.

An intruder is an individual in the preschool who has not followed established visitor procedures and may or may not be a safety hazard to the preschool. This policy provides a means of dealing with either situation. Any member of staff who observes an individual in the preschool or around the grounds who appears suspicious or out of place should in the first instance alert the Preschool manager and then approach the individual (if safe to do so), ask their name and purpose in the preschool. The person approaching the suspicious individual (usually the manager) must determine if the person poses a threat or simply needs making aware of the procedures for visiting the setting. While determining the status of the visitor, every effort must be made to ensure children in our care are safe, feeling secure and continue to be engaged in their current activities. If need be, children must be given reassurances as to their own and others safety and wellbeing.

Visitor with legitimate business

1. Identify the person and determine their purpose or need for being in the preschool.
2. Call for the Manager and have them check in as a visitor. Ensure they are aware of our procedures for future reference.
3. Review security to determine how the intruder gained entry.

Intruder who may pose a safety hazard- (This would usually be done by someone on the management team.)

1. Politely greet the intruder, identify yourself and ask the purpose of their visit.
2. Ask a colleague to observe your approach to the intruder.
3. Explain that all visitors must be recorded in the visitor's log.
4. Depending on the circumstances and the demeanour of the intruder, a member of staff will make every effort to call the police to report the incident. If the intruder appears agitated, irrational or refuses to leave the building or area in a peaceful manner, endeavour to calm the person by talking in a low calming reassuring voice whilst trying to gain the attention of a colleague to call the police.
5. We have a code word system that alerts staff to an emergency situation and instructs them as to what action to take. They should remove any children from the immediate area in a calm manner.
6. If the police are called and the individual leaves or attempts to leave prior to the police arriving, do not try to detain or restrain the person. Contact the police to inform the responding police that the individual has left the building, the direction and means of transport.
7. If the individual stays until the police arrive, try to keep them in common areas, such as hallways, away from childcaring areas. Inform the officers what had happened that led the individual to being with you so they can establish a cause for the trespass.
8. Review security immediately.
9. Log incident and actions as soon as possible.

Intruder who is armed or otherwise poses a safety hazard

1. Immediately alert all staff members using the code word 'danger'.
2. Contact police as soon as possible using 999. Evacuate the children to the nearest safe place.
3. If confronting the intruder. Attempt to direct the intruder to a common area away from all children. Use casual conversation or body language to calmly direct the situation. If the intruder

shows a weapon, assure him/her that it is not necessary to consider using the weapon. Back away slowly, putting up both of your palms facing the intruder.

4. Remain calm, do not attempt to disarm the intruder.

5. Once the police arrive give them the following information, location of intruder, description, any known weapons and any statements made by him.

6. Keep all visitors out of the preschool. The police will secure the building.

7. All staff and children should remain in the safe place unless directed by the police, reassuring and engaging the children where appropriate. In any event there will be a thorough investigation of the incident and a report will be made by all staff involved.

6. Confidentiality Policy

At Old Dalby Preschool practitioners and committee members can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing information take place within the framework of the GDPR and Data Protection Act (2018) and the Human Rights Act (1998).

Confidentiality procedures:

- Parents will have ready access to the files and records of their own children but will not have access to information about any other child. Files are kept in a locked filing cabinet.
- Information given by parents/carers to the Preschool manager or practitioners will not be passed on to other adults without permission, unless in the interest of safeguarding the child. Parents/carers will be asked to give consent for the sharing of information when their child starts at Preschool.
- Issues to do with the employment of practitioners, whether paid or unpaid, will remain confidential to the committee directly involved with making personnel decisions.
- Children's progress files will be passed onto their reception teacher before they are due to start Primary School
- Practitioners will not discuss any information about children or families outside of the Preschool setting.
- Old Dalby Preschool will record confidential information beyond the general personal information kept, for example regarding any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any other records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies.
- All records will be kept for the statutory period of 6 years

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

7. Collecting Children

The practitioners at Old Dalby Preschool will only let the children be collected by a person who has been authorised by someone with parental responsibility for that child. The Preschool will obtain necessary information from parents/carers in advance about who is authorised to collect their child from Preschool. **Only people with parental responsibility for the child are able to advise the Preschool of any person who is authorised to collect.**

If a child is being picked up by a person who the practitioners are not familiar with a password system is in place. The parent/carer will issue a password which both the person picking up the child and the Preschool are aware of. The person must get the password correct before the child can leave. If the password given is not correct the parents/carers will be contacted to authorise.

If an unauthorised person comes to pick up a child and we have not been informed by a parent/carer the parent/carer will be contacted before the child can leave.

A child must never be allowed to leave with an unauthorised person without consent from a parent or guardian, either obtained in writing or verbally.

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practise agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

Contact information is regularly checked/updated and Preschool practitioners are aware of usual collection arrangements for each child. Child information sheets have parents, carers and emergency contact numbers and their addresses.

After appropriate length of time (10 minutes after session has ended) this procedure is followed:

- Numbers on contact sheet telephoned
- All reasonable attempts are made to contact the parents or other emergency contacts on child's file
- If contact is made with parent/carer, their urgency to get to Preschool is emphasised
- Two practitioners will remain with the child after clearing away is complete and other practitioners have left
- If no-one collects the child after one hour or parents/carers/emergency contacts are unavailable we will contact the First response team 01163050005
- The First response team will attempt to locate the parent or relative if they are unable to do so the child will be looked after by the local authority
- Under no circumstances will practitioners go to look for parents, nor do they take the child home with them
- A full written report of the incident is recorded in the child's file
- The Preschool reserve the right to charge parents for the additional time worked by our practitioners
- Ofsted may be informed

8. Missing Child – Policy and Procedure

It is our policy to offer the highest quality of care to the child at all times.

This is achieved by the following:

- Children are signed in the register as they arrive. The time of arrival is recorded. Children are then signed out in the register. Again, the time is recorded, when they leave the premises.
- Regular headcounts of the children are conducted throughout the session
- The entrance/exits to the building are secured to ensure children cannot exit the building/garden area. Fire doors allow exit in an emergency
- Padlocks will be used on outside gateways to ensure children cannot leave the area
- Practitioners are aware of the number of children attending each session; this will be recorded on a board in the room.
- The appropriate practitioners/child ratios are always met during all sessions.
- Regular risk assessments are carried out.

If a child is lost, the following procedure would be adopted

- As soon as it is noticed that a child is missing the key person/practitioners will alert the leader.
- Practitioners will carry out a thorough search of the building and outside area.
- The register is checked to make sure no other child has gone astray.
- Doors and gates will be checked to see if there has been a breach of security whereby a child could wander out.
- Children will be asked informally about missing child
- If the child is not found, parents will be contacted, and the missing child is reported to police.
- The setting leader will talk to all practitioners to find out when the child was last seen and record this.
- All children will be kept together in an appropriate area with at least two practitioners, while remaining practitioners search the local area
- The phone will be kept free at all times where possible
- The event will be recorded on an incident form
- Practitioners and the Committee will conduct a review of the incident to ascertain how the incident happened and measures will be put in place to prevent it reoccurring

The key person/practitioners will write an incident report detailing:

- The date and time of the report
- The amount and names of practitioners who were present
- When the child was last seen
- What has taken place in the setting since the child was missing
- The estimated time that the child went missing.

9. **Absent child/cancellation of place policy and procedure**

At Old Dalby Preschool we believe good attendance is essential if children are to be settled and take full advantage of the learning and development opportunities available to them. At a young age continuity and consistency are important contributors to a child's well-being and progress.

- Non-attendance due to holidays or absence through illness in term time must be paid for.
- Prolonged illness will be considered on an individual basis.
- Confirmed sessions cannot be swapped with other sessions however extra sessions may be available to accommodate childcare needs.
- Low attendance may result in the government funding being withdrawn, in which case the balance owed will be the responsibility of the parent/carer to settle.
- If your child is going to be absent from Preschool we ask that you inform the Preschool by phone, text or email at the earliest opportunity.
- If the Preschool have not heard a reason for the child's absence attempts will be made to contact the family using the details on the registration form.
- Parents/carers will be required to sign a form to record any absences from Preschool.

Preschool strategies to improve poor attendance

- Create a stimulating, safe and exciting environment where children enjoy coming and want to attend.
- Regularly monitoring absences and absence patterns.
- Have discussions with parents/carers about absences and encourage improved attendance.
- If a child's attendance goes below 80% in a period of a term an automatic letter will be issued to parents/carers.

If you wish to cancel your child's place during a term, we ask for 4 weeks written notice in advance. If you wish to withdraw your child before the four-week period is up, the outstanding payment will still need to be settled by the parent/ carer or through FEEE funding.

10. FEEE Policy and Procedure

FEEE is a national government scheme which allows all parents/carers of children aged 3 and 4 to be able to access up to 570 hours of FREE early learning and childcare annually, usually split as 15 hours each week for a maximum of 38 weeks per year. Your child will be eligible at the start of the school term following their 3rd birthday as detailed in the table below:

A child born between:	Will be eligible for a free place from:
1 st April and 31 st August	The start of the Autumn Term following their 3 rd birthday until statutory school age
1 st September and 31 st December	The start of the Spring Term following their 3 rd birthday until statutory school age
1 st January and 31 st March	The start of the Summer Term following their 3 rd birthday until statutory school age

There is also funding available for some 2-year olds. For more information please go to: <https://www.leicestershire.gov.uk/education-and-children/early-years-and-childcare/free-early-education-and-childcare/funding-for-2-year-olds>

Some working parents may also be entitled to an additional 15 hours (total of 30 hours) of funded hours per week or 1140 hours annually. Please go to www.childcarechoices.gov.uk to check eligibility.

Are there any restrictions on accessing the funding?

Although we will try to meet your individual needs, when accessing your 15/30 hours of FEEE the following rules apply:

- you can't take more than 10 hours in any one day
- you can't use less than 2.5 hours in any one day
- you can spread your 15 hours between a maximum of 2 providers.
- your child must be in attendance for all of the funded time claimed for by Old Dalby Preschool unless there is a valid reason such as illness or holiday.
- If your child's attendance drops below 80% an automatic letter will be issued and the Government may withdraw your child's funding. The parent/carer will then be asked to pay for the child's sessions.
- Lunch club sessions are not included in the funded hours. The usual rates will apply.
- Stretched hours can **only** be used for sessions which the Preschool open additional to the government funded weeks for example summer club. You **may not** use funding for extra sessions.

What do I need to do to get the funding?

You will be asked to complete and sign a Parental Statement of Undertaking (PSOU) for the setting and provide the setting with proof of your child's age i.e. a document such as birth certificate, passport or medical card. The provider will then claim for the funding on your behalf. The information you provide on the PSOU will be used by the local authority and when relevant it's partners. Your personal information will be held securely and will be used only for local authority purposes.

Additional sessions time over the funded hours will be paid for.

11. Health and Safety - Policy and Practice

The safety of young children is of paramount importance.

This policy is in accordance with the following current legislation:

- Health and Safety at Work (1974)
- Management of Health and Safety at Work Regulations (1999)
- Electricity at Work Regulations (1989)
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations (1992)
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995)

We make our setting a safe and healthy place for children, parents, practitioners and volunteers by assessing and minimising hazards and risks to enable the children to thrive in a healthy and safe environment.

In order to ensure the safety of both children and adults, the Preschool will ensure that:

- All children are supervised by adults. We aim to maintain a 1:8 ratio for children 3 years and over. A 1:4 ratio will be maintained for two-year-old children.
- All practitioners are aware of the system(s) in operation for children's arrivals and departures and a practitioner will be at the door during these periods.
- Risk assessments and safety checks on premises, both outdoors and indoors, are made daily, weekly and monthly.
- Outdoor space is securely fenced and is checked daily for safety.
- Equipment is checked regularly by a practitioner and any dangerous item repaired/discarded.
- The layout and space allow children and adults to move safely and freely between activities.
- Electric points/wires and leads are adequately guarded, and PAT tested annually.
- All dangerous materials, including medicines and cleaning materials are stored out of reach of children.
- Children do not have unsupervised access to the kitchen area, office or any cupboards storing hazardous materials.
- A register of both adults and children is completed as people arrive so that a complete record of all persons present is available in any emergency.
- Any visitor will be signed in and out of the visitor's book which is kept in the Preschool main room.
- A correctly stocked paediatric first aid box is available at all times. This is checked regularly.
- Large equipment is erected with care and checked regularly.

- If a small group goes out, there will be sufficient adults to maintain appropriate ratios for practitioners and children remaining on the premises.
- The premises are checked before being locked at the end of the day/session by the leader.
- Old Dalby Preschool holds public liability and employers' liability insurance. The certificate is displayed on the notice board in the lobby area.

Practitioner's induction

All practitioners will receive an Employee's handbook which will include clear explanations of the health and safety requirements of the setting. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances. Health and Safety training will be available for all practitioners.

Recording and reporting of accidents and incidents

- A form is available at each session for the reporting of any injury to a child which took place at home/outside the setting for parents/carers to sign
- An accident book is available at each session for the reporting of any accident/incident involving the child which took place within the setting. This will be filled in by a practitioner and will need to be signed by parent/carer. There is a separate book to record adult injuries.
- When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences. It is also reported to Ofsted.

Fire safety and emergency evacuations

We ensure our premises present minimum risk of fire by ensuring the highest possible standard of fire precautions.

- The basis of fire safety is risk assessment
- Fire doors are clearly marked, never obstructed and easily opened from the inside
- Smoke detectors conform to the BSEN standards and are checked as specified by the manufacturers
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are clearly displayed on the premises.
- Records are kept of fire drills and the servicing of fire safety equipment
- Fire drills are held monthly.

Procedures for outings

The adult: child ratio will be at the discretion of the Preschool manager as to what she/he deems safe in relation to the children's needs and safety at each particular session but will always be in relation to the Welfare requirements of the EYFS.

Visits/outings

An outing's form is filled out by a practitioner before the outing, this is signed by the leader of the group to authorise.

- The Preschool's mobile phone will be taken by a practitioner
- A discussion with the children prior to the outing regarding road safety will always be carried out
- Pavements will be used where possible
- Crossing the road will be carried out as a whole group and a practitioner will be responsible for stopping the traffic if necessary
- Parent volunteers will be used if required to increase adult: child ratio
- A list of all present children will be taken on outings
- All children and practitioners will wear a high visibility jacket
- A first aid kit will be taken on outings

Health and Safety Coordinator: Kimberley Cooke

12. Complaints Procedure

At Old Dalby Preschool we aim to provide the highest quality education and care for all our children. We will welcome each individual child and family and provide a warm and caring environment within which all children can learn and develop as they play.

We believe children and parents/carers are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our setting at any time.

Making concerns known

- A parent/carer who is uneasy about any aspect of the setting's provision should first talk over any worries and anxieties with the Preschool manager or the child's key person.
- If this does not have a satisfactory outcome within a couple of weeks, or if the problem reoccurs, the parent/carer should put the concerns or complaint in writing and request a meeting with the Preschool manager and the Chair of the committee. The summative points will be logged in the Complaints Summary Record.

Most complaints should be resolved informally at this initial stage

- If the matter is still not resolved to the parent/carer's satisfaction, the parent/carer should again contact the Chair of the committee. An agreed written record of the next discussion should be made.
- If the parent and setting still cannot reach agreement, an external mediator is invited to help settle the complaint, one who is acceptable to both sides and qualified to offer advice. A mediator has no legal powers but can help to clarify the situation. Staff or volunteers within the Preschool Learning Alliance will be available to act as mediator if both parties wish it.

- The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved. The mediator will keep all discussion confidential. S/he will meet the setting if requested and will keep an agreed record of any meetings that are held and of any advice s/he has given.

We believe that most complaints are made constructively and can be resolved at an early stage. We also believe that it is in the best interests of the Preschool and parents/carers that complaints should be taken seriously and dealt with fairly and in a way that respects confidentiality

If after all the above procedures have been followed and the parent/carer still has concerns the next point of contact is:

Ofsted National Business Unit
Piccadilly Gate
26-32 Store Street
Manchester
M1 2WD

Helpline: 0300 123 1231

Online: <https://www.gov.uk/government/organisations/ofsted>

13. Inclusion and Equality Policy

The Preschool Learning Alliance is committed to helping Preschools provide equality of opportunity for all children and families. As a member of the Alliance, Old Dalby Preschool works in accordance with all relevant legislation, including

- The Equality Act 2010
- Children's and Families Act 2014
- Disability Discrimination Act 1995, 2005
- Sex Discrimination Act 1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001
- Race Relations Act 1976
- Race Relations Amendment Act 2000

We believe that the Preschool's activities should be open to all children and families, and to all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with, our Preschool have an equal chance to do so. We value contributions from all families to our understanding of equality and diversity. Old Dalby Preschool will seek to create an ethos of acceptance and inclusion through the behaviour and attitudes of practitioners, the resources used and the activities and opportunities we provide. Families joining the Preschool are made aware of its equal opportunities policy. We take action against any discriminatory behaviour by practitioners or parents.

Meeting Individual Needs

Meeting the individual needs of each child is paramount and will be achieved through different methods. These include continuous observations, assessment and planning, an open on-going dialogue with parents, sharing information with other settings children may attend and sharing information with any other relevant professionals.

Employment

The Preschool will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed.

Commitment to implementing the group's Inclusion and Equality Policy will form part of the job description for all workers.

Our application process will be thorough and monitored regarding safe recruitment and equality of opportunities

Families

We welcome the diversity of family lifestyles and work with all families.

We will ensure that information about our setting is accessible, in written and spoken form and where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through British Sign Language. We also provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.

We encourage children to contribute stories about their everyday life to the setting. We also encourage parents to become involved with the setting.

Activities and opportunities

Activities and opportunities offered by the Preschool encourage children to develop positive attitudes about themselves as well as of people who are different from themselves. Our setting is

fully accessible to all visitors and service users.

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Resources will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multiracial society.

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Special educational needs

We have regard for the DfE SEND Code of Practice (2020).

We ensure that our provision is inclusive to all children.

The Preschool recognises the wide range of special educational needs of children and families in the community and will endeavour to meet those needs through a range of SEND strategies. We work in partnership with parents and other agencies in meeting individual children's needs.

Discriminatory Behaviour/Remarks

Any discriminatory language, behaviour or remarks by children, parents or any other adults are unacceptable in the Preschool. Our response will aim to demonstrate support for the victim(s), to help those responsible to understand and overcome their prejudices and to make it clear that such behaviour/remarks will not be tolerated. In practice staff members will not comment negatively or stereotype any person or characteristic.

Language

Old Dalby Preschool will provide opportunities for children to develop and use their home language in play and learning.

Basic information, written and spoken, will be clearly communicated in as many languages as are necessary and possible.

Bilingual/multilingual children and adults are an asset to the whole setting. Parents will be encouraged to speak to children in their first language at home. Children and parents who have English as a second or additional language will be valued, and their languages recognised and respected in the Preschool.

Food

Working in partnership with parents, children's medical, cultural and dietary needs will be met.

Festivals

Our aim is to show respectful awareness of all major events in the lives of the children and families in the Preschool, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

In order to achieve this, we aim to acknowledge all the festivals that are celebrated in our area and/or by the families involved in the Preschool:

- Without indoctrination in any specific faith, children will be made aware of the festivals that are being celebrated by their own families or others and will be introduced where appropriate to the stories behind the festivals.

- Before introducing a festival, appropriate advice will be sought from people to whom the festival is a familiar one.
- Children and families will be invited to share their festival with the rest of the group, if they themselves wish to do so.
- Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

Meetings

The time, place and conduct of committee meetings will be chosen to attempt to ensure that all families have an equal opportunity in expressing their views on the running of the Preschool. If families cannot attend meetings other opportunities will be given.

Strategies to be put in place to ensure Anti-Discriminatory/Anti-Bias practice

- Practitioners to attend courses whenever possible to make them aware of Anti-Discriminatory/Anti-Bias practice
- If one practitioner attends a course, information gathered is passed on to the rest of the practitioners
- Ensure that resources are available to support all protect characteristics
- Regular monitoring of different areas in the Preschool to make sure all are able to access them
- Careful planning by practitioners so all abilities can be catered for
- Awareness to dietary requirements so all children can be included

Equality and Inclusion Officer: **Leonie Miller-Pounder**

14. British Values Policy

At Old Dalby Preschool we understand that we live in a diverse society and we aim to reflect this in the experiences of our children. British values are embedded throughout the curriculum and life within preschool. The Equality Act 2010 protects all individuals from discrimination and we take our duty to provide all individuals with the equal access and opportunity that is their right. Funding, including that for special education needs and disabilities (SEND) and disadvantaged pupils (Early Years Pupil Premium) is used to target inequalities and ensure equality.

At Old Dalby Preschool we uphold and teach children about British Values which are defined as:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

These values are embedded throughout the Early Years Foundation Stage development matters which we use in Preschool to provide children with the best educational opportunities. We actively promote these ideals in the planning and delivery of our curriculum. We will challenge any views that run contrary to these beliefs when expressed by children, staff, parents or visitors.

At Old Dalby Preschool the 4 aspects of British Values are supported in the following ways:

Democracy

Democracy involves listening to everyone's opinions and valuing them equally. The children at Old Dalby Preschool share and listen to each other through our group time and in small group games and discussions. We provide adult led communication groups for those children needing help to achieve this. The rules of the setting are arrived at through collaboration with staff and children and make explicit the need for everyone to be listened to. Children are encouraged to make use of a timer when playing with popular toys and resources to develop their sense of fairness and help them to be able to negotiate when conflicts arise. Our planning and Learning Journeys reflect the child's voice and we actively encourage opinions on all aspects of preschool life from children, parents and carers, staff and professionals we work with through surveys and discussion. We sometimes make joint decisions, such as choosing a book to read, by a show of hands. This demonstrates to children how democracy can function.

The Rule of Law

The importance of rules and laws are made explicit throughout preschool. Our 'promise board' is created in consultation with the children and the purpose of each rule is discussed. Discussions about acceptable behaviour and right and wrong occur during the preschool day in response to children's behaviour and through discussion of characters actions at story time. Good behaviour is praised and rewarded verbally, with stamps and with our 'ball in the jar' system.

Individual Liberty

We strongly believe that children grow and develop best when they are engaged by pursuing their own interests. Our planning and the activities provided for each individual child by their key person ensure this. Our children understand that they can request resources in Preschool and the staff team will, where possible, fulfil these requests.

We encourage children to develop their independence by providing opportunities to dress, prepare their own snack and to take on small tasks throughout the day.

We encourage risk taking where appropriate and provide children with resources to take risks with, such as the climbing rock. We also encourage and reward less visible risk taking such as attempting to mark make when a child is not confident in this area.

The Happy House and other resources are employed to make children aware of their emotions and how to express them appropriately.

Mutual Respect and Tolerance of Those of Different Faith and Beliefs

At Old Dalby Preschool we strive to offer an atmosphere of inclusion for staff, children, parents/carers and visitors. We use books and stories to celebrate and expose children to different cultures. We link to Preschools outside of the UK with a view to exploring differences and similarities. We encourage parents and carers to share any traditions from their faith and culture with the children through discussion and activities.

We talk openly and positively about differences in ability regarding the age of children that attend preschool and our children with special educational needs.

We aim to provide resources that include resources that feature a range of different ethnicities, cultures and abilities and use them as a springboard for discussions of difference and tolerance.

Children are encouraged to discuss differences in their family and their daily lives through group discussion and during one-to-one activities with staff. During these discussions, we ensure that all children who want to offer an opinion do.

Our activities are open to all children, with adjustments for confidence and ability to foster an inclusive atmosphere where each child's participation and contribution is valued.

As is made explicit in our Inclusion and Equality policy, staff will challenge any comments and opinions that employ stereotyping on the grounds of gender, cultural and racial stereotyping.

15. SEND Policy

Our Preschool aims to have regard to the DfE SEND Code of Practice (2015) on the Identification and assessment of Special Educational Needs and disabilities, and to provide appropriate learning opportunities, for all children.

Old Dalby Preschool will contribute to Leicestershire's local offer by outlining our arrangements for identifying, assessing and making provision for young people with SEND in order to give potential families more information about our setting regarding SEND.

- Children with additional needs, as with all other children, are admitted to the Preschool after consultation between parents, the Preschool manager and in some circumstances, other professionals working with the family
- Our aim is to provide for the developmental needs of each child in the group
- All children in the group, irrespective of their additional needs, are encouraged wherever possible to participate in all the group's activities
- Our system of observation and record-keeping, which operates in conjunction with parents/carers, enables us to monitor children's needs and progress on an individual basis.
- The needs and progress of children who have special educational needs or disabilities are monitored by our group's special educational needs co-ordinator (SENCO).
- We will give parents/carers support and will find out further information about support groups or charities to pass on.
- We work closely with the parents/carers of all the children in the group to ensure that:
 - the group draws on the knowledge and expertise of parents/carers in planning provision for the child
 - the child's progress and achievements are shared and discussed with parents/carers on a regular basis
 - parents/carers know the identity of the setting's special educational needs co-ordinator
 - Parents/carers are aware of the arrangements to the admission and integration of children with special educational needs
- If it is felt that a child's needs cannot be met in the Preschool without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate for the child's needs.
- We work in liaison with relevant professionals and agencies outside the group to meet the children's specific needs.
- Our practitioners attend, whenever possible, training on supporting children with additional needs.

OLD DALBY PRESCHOOL Special Educational Needs and Disabilities Co-ordinator **Kimberley Cooke** (SENDCO)

PROCEDURES FOR IMPLEMENTING THE POLICY

- The SENCO will work closely with the other practitioners to ensure records are kept and updated of the child's developmental progress and shared with the parents/carers.
- If during a child's time at Preschool we feel there is an area of need, we will firstly monitor and observe the child and then speak with the child's parents/carers sensitively about our concerns. We will then, with parent/carer consent and support, set up a targeted plan, after these strategies are put in place parents/carers will be kept well informed of any progress. If we then feel the child needs more support to meet their individual needs the parents/carers will be notified and, with their consent, outside agencies be contacted.
- Support plans will be drawn up by the SENCO after consultation with parents/carers and any outside body involved with the child's development, these will show specific, measurable, achievable, realistic and time orientated (SMART) targets for the child and will be reviewed between 3-6 months
- Visits to the Preschool from outside support services involved with the child's needs will be actively encouraged, with consent of parents/carers and used to support targeted and support plans
- Progress meetings will be held regularly with the parents/carers and other outside agencies where possible.
- Procedures for moving/handling a child, if required, will be discussed with the parents/carers
- Children's Individual abilities will be assessed with input from parents/carers and any other outside agency involved ensuring the child is able to participate in most of the activities. If other equipment is needed to achieve this or extra support practitioners are required; a budget is allocated by the committee for such an event

16. Behaviour Management Policy

We believe that children and adults flourish best in an environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- All practitioners in the Preschool will ensure that the rules are applied consistently, so children have the security of knowing what to expect and can build up good behavioural patterns.
- We require all practitioners, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- Positive language will be used by practitioners to create a positive and happy environment for the children to play, learn and reach their full potential
- We require all practitioners, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- We support each child in developing a sense of belonging in our group, so they feel valued and welcome.
- Practitioners in the Preschool will praise and endorse desirable behaviour such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention in return for undesirable behaviour.
- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome. Persistent unwanted behaviour will be discussed with parents/carers.
- Recurring problems with unwanted behaviour will be tackled by the whole Preschool in partnership with the child's parents/carers and, if permission is given by the parents/carers, then by outside authorities e.g. Social Services/Health Visitor. A plan will be put in place appropriate for the child's age and developmental stage to address the unwanted behaviour. This will be done in partnership with parents/carers so that there can be consistency between home and Preschool.
- With some unwanted behaviours it may be necessary to take a child away from a situation. We never send children out of the room by themselves, nor do we use a 'naughty chair' or any other strategy that excludes children.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- Physical restraint, such as holding, will be used only to prevent physical injury to children or adults and/or serious damage to property. Any significant event of this sort will be recorded, and the parent/carer informed the same day.

- Adults will not raise their voices in a threatening way.
- Any unacceptable behaviour and/or attitude will be made clear immediately, but by means of explanation rather than personal blame
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity
- Adults will be aware that some kinds of behaviour may arise from a child's additional needs.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those of older children.
- Practitioners are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to resolve issues and promote understanding.
- If unwanted behaviours are frequent for example tantrums, biting or fighting, we try to find out the underlying cause by consulting with parents.

Behaviour Management Co-ordinator – Kimberley Cooke

17. Physical Intervention Policy

What is Physical Intervention?

When a child's movements are restricted against his or her will.

Difference between positive handling and Physical Intervention

The positive use of touch is a normal part of interaction and is appropriate in a range of different situations. For young children, examples of these could include

- Providing the child with emotional support
- Helping the child with personal care needs
- To give guidance in tasks

Physical intervention is not the same as positive handling. Physical intervention occurs when a practitioner uses physical force to restrict a child's movements against their will. Any physical intervention used should be a supportive act of care and control not a punitive action by the adult.

When would we need to restrict a child's movements?

Part of our roles as nursery practitioners is to keep children in our care safe. If a child is behaving in a way that could cause them to hurt themselves, or someone else, we have to try and prevent this from happening. The statutory Framework for the Early Years Foundation Stage (EYFS) sets out the specific legal requirements in relation to EYFS and provides the following guidance: 'Physical Intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances.'

Examples of what this behaviour might look like.

A child attacks a member of staff or another child Children are fighting, causing risk or injury to themselves or others A child is committing, or on the verge of committing, deliberate damage to property A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects. A child absconds from or tries to leave the setting, other than at an authorised time, and you believe that this may result in injury, damage or disorder A child is behaving in a way that seriously disrupts a session. Physical intervention is always used as a last resort, and reduced at the earliest possible time. If appropriate other strategies must be used first. When all other strategies have been exhausted, it may become necessary to physically intervene for several reasons. These include the child placing themselves in danger, hurting themselves or someone else, causing serious damage to property, or trying to run away.

Positive strategies to prevent unwanted behaviour that may require physical interventions.

The most effective way to prevent the need for physical interventions is to create a supportive environment, where relationships are positive, and expectations of behaviour are clear. Examples are below;

- Creating a calm and supportive environment that minimises the risk of incidents arising that might require using force.
- Developing positive relationships between children, staff and parents
- Ensuring that staff have appropriate expectations of behaviour, and that these are conveyed to children and parents
- Taking a structured approach to professional development that helps staff to acquire the skills of positive behaviour management
- De-escalating incidents as they arise

- Recognising that situations which trigger challenging behaviours are often foreseeable
- Completing risk assessments and positive handling plan for individual children, where appropriate.

Physical intervention should be used when there is no other way to keep children safe.

It should be a supportive act of care. Where possible staff will receive training to support them with making good judgements for physical interventions. There is a statutory power that applies to all members of staff, or to any other person whom the manager has authorised to have control or charge of children. It does not matter if staff have not received any formal training in physical intervention. If necessary, they are permitted to use reasonable force to manage a difficult situation. When using physical intervention practitioners should:

- Aim for side-by-side contact between themselves and the child
- Leave no gap between the adult and the child's body
- Keep their backs as straight as possible
- Avoid holding the child at joints to avoid pain and damage
- Avoid lifting the child
- Not restrict the child's ability to breathe

What is reasonable force?

When physically intervening, the amount of force used should be appropriate to the situation. For example, if a child is about to run in front of a car, and the only thing you can do is pull their arm to prevent them from being knocked over, this force is reasonable. However, the same amount of force would not be reasonable if a member of staff was trying to persuade a child to pick up a pen.

Recording of Physical Intervention and informing Parents

A written record of any incident involving the use of physical restraint should be made as soon as possible after the incident, and parents will be informed of the incident on the same day. Witnesses or any staff involved in providing additional support should also add signed and dated notes giving details of the incident. These records will be kept in a confidential incidents file in the office.

Parents and carers must always be informed of incidents involving physical restraints.

Individual Behavioural Plan

It may become necessary to write a behaviour plan for a child whom you find you are having to physically restrain a child on a regular basis. The plan will include details on:

- What the behaviour looks like
- When and why it occurs
- What can be done to prevent it
- What physical interventions may be used when it occurs (Parents should always be involved with the writing of a behavioural programme)

Parents and carers play a vital role in promoting positive behaviour of their child. When planning behavioural strategies and interventions, parents' opinions will always be sought. In addition, parents will be fully informed of any incidents that have resulted in the use of force to their child. Parents will be directed to the settings policies during the registration phase.

Complaints regarding Physical Restraints

Parents and children have a right to complain about actions taken by the staff when physical interventions have been used, including any use of force. If an allegation is made against an adult, staff will follow the appropriate procedures to ensure the incident is investigated and dealt with swiftly and in a fair manner. All complaints will be recorded and stored in a confidential incident file in the office.

18. Promoting Health & Hygiene - Policy and Practice

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

Health

Illness

- Parents are asked to keep their children at home if they have any infection, and to inform Preschool as to the nature of the infection so that the Preschool can alert other parents and make careful observations of any child who seems unwell.
- With regard to the NHS healthy living instructions, parents/carers are asked not to bring into the Preschool any child who has been vomiting or had diarrhoea until at least **48 hours** has elapsed since the last attack.
- Cuts or open sores, whether on adults or children, will be covered with sticking plaster or other dressing.
- Parents/carers must let practitioners know if their child has been in contact with any infectious diseases. The manager/leader is entitled to send a child home, and when permission given, to a doctor, or to a hospital if the need arises.
- Parents must inform the practitioners if their child has any medical conditions/allergies and supply the correct medical documentation upon registering the child for Preschool. Practitioners must sign any medication in using the medication form (see Administering medication)
- In the event of a child being injured or taken ill, practitioners may need to contact parents/carers. Parents/carers must ensure that all contact numbers are accurate on the registration form, and that any changes of address and/or phone numbers are given to the Preschool promptly. The manager keeps this information up to date by regular reminders.
- The Preschool will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed.

Information sources

- Parents will have the opportunity to discuss health issues with Preschool practitioners and will have access to information available to the Preschool.
- The Preschool will maintain links with health visitors and gather health information and advice from the local health authority information services and/or health agencies.

Administering Medication

- 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.

- 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 a child's health if not given in the setting. Parents/carers will be given the opportunity to provide details on any medication the child receives on the application form, this will be reviewed at regular intervals.
- The manger or supervisor is responsible for the overseeing of the administrating of medication, ensuring parental consent forms are completed, the correct storage of medicines and that appropriate records are kept.
- **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 or carers bringing in the child must give prior written permission for the administration of medication. The practitioner given the medication on the child's arrival must ask the parent or carer 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
 - Who prescribed it: Doctor's name
 - Dosage and times to be given at the setting
 - Batch/lot number and expiry date
 - Any possible side effects that may be expected
 - Signature, printed name of parent or carer and date
- If a child is brought in by someone who does not have parental responsibility for that child then either written or verbal consent must be provided by someone who does hold parental responsibility before the medication can be administered.
- Parents/carers will then sign a record of administration when collecting the child.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for relevant practitioners by a health professional.
- The administration of any medicine will be witnessed by another practitioner.

Hygiene

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

Personal hygiene

- Hands washed after using the toilet and before eating.
- Specific aprons are used to cover clothes when cooking or changing nappies
- Antibacterial hand gel is provided throughout the Preschool to keep hands clean

- A large box of tissues is available, and children are encouraged to blow and wipe their noses when necessary. Soiled tissues are disposed of hygienically.
- Children are encouraged to shield their mouths when coughing.
- Paper towels are used and will be disposed of appropriately.

Cleaning and clearing

- Any spills of blood, vomit or excrement will be wiped up, double bagged and disposed of appropriately. Rubber gloves are always used when cleaning up spills of body fluids. Floor and other affected surfaces are disinfected using anti-bacterial spray. Fabrics contaminated with body fluids are thoroughly washed in hot water.
- Colour coordinated mops are used for specific areas of Preschool
- Spare laundered pants, and other clothing are available in case of accidents and polythene bags are available in which to wrap soiled garments.
- All surfaces are cleaned daily with an appropriate cleaner.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We have daily cleaning routines for the setting including play room, kitchen, toilets and nappy changing area.

Food and drink

The Preschool will observe current legislation regarding food hygiene, registration and training. In particular, each adult will:

- Always wash their hands under running water and with soap before handling food and after using the toilet.
- Not be involved with the preparation of food if suffering from any infectious/contagious illness or skin trouble.
- Use different cleaning cloths for kitchen and toilet areas.
- Keep food covered and stored appropriately.
- Ensure waste is disposed of properly and out of reach of the children. Keep a lid on the dustbin and wash hands after using it.
- Wash fresh fruit and vegetables thoroughly before use.
- Any food or drink that requires heating will be heated immediately prior to serving to the appropriate temperature and not left standing. No food or drink will be reheated.

- All utensils will be kept clean and stored in a dust-free place, e.g. closed cupboard or drawer.
- We ensure at least one practitioner is constantly sat with the children at any time when they are eating.
- All practitioners will be trained in food hygiene.

Animals in the setting

Children learn about the natural world, its animals and other living creatures, as part of the Early Years Foundation Stage curriculum. 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.

- We carry out a risk assessment accounting for any hygiene or safety risks posed by the animal or creature.
- 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.

No-Smoking

- We comply with the health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no-smoking environment both indoor and outdoor. **No one is permitted to smoke at any time on the preschool premises including the outside area.**

19. Nutrition and Food Policy

Old Dalby Preschool is dedicated to providing an environment that promotes a healthy, balanced and nutritious diet, enabling everyone to make informed choices about the food they eat. This will be achieved by the whole setting approach to food and nutrition documented in this policy. This policy covers all aspects of food and drink in our setting.

The nutritional principles of this policy are based on current evidence-based findings; including Caroline Walker Trust/Department of Health guidance and the 'eat well plate' being the agreed model for ensuring a healthy balance diet.

The setting aims to:

- give children the ability to make healthy choices in relation to food by developing appropriate skills and attitudes
- provide healthy, balanced and nutritious snacks and drinks throughout the day and ensure food brought in from home compliments this
- ensure that all aspects of food and drink promote the health and wellbeing of children, practitioners and volunteers
- ensure food is nutritionally appropriate to the age/stage of each child

Learning through food

Children will have the opportunity to explore food within certain activities such as messy play, gardening and role play.

Snack/drinks provided will be carefully considered to ensure it is healthy and nutritious.

Practitioners will provide children with positive role models regarding healthy food choices

Children will be given opportunities to discuss food origins, preparation and how food helps our bodies to increase their knowledge around food

Food and drink provision throughout the setting day

Food provided at Old Dalby Preschool will be age-appropriate and parents/carers will be informed as appropriate of the food their child has eaten.

All practitioners have received Food and Hygiene training, and this is renewed every three years.

Drinks

Fresh drinking water is available at all times through the use of the water fountain. Children who we feel are unable to use this will be provided with a beaker of water throughout the day. A choice of milk or water will be given at snack times. Water will be available at lunch time. Children that bring in a drink from home must not bring juice.

Breakfast

Breakfast is an important meal and should provide 25% of the child's energy requirement and contributes significantly to their vitamin and mineral requirements. Please make sure your child has had a healthy breakfast before they attend the setting.

Morning and afternoon snacks

We understand that snacks are important part of the diet of young children and can contribute positively towards a balanced diet and the daily energy and nutrient needs.

We discourage the consumption of snacks high in fat and/or sugar at snack-time.

The sharing of refreshments can play an important part in the social life of the Preschool as well as reinforcing children's understanding of the importance of healthy eating. The Preschool will ensure that:

- Children's medical and personal dietary requirements are respected, and individual requirements are visibly displayed on the practitioner's notice board.
- The dietary rules of religious groups and also of vegetarians and vegans are known and met in appropriate ways.
- Milk provided for the child is whole and pasteurised and water can be provided.
- Parents/carers of children who have food allergies must inform the Preschool of these allergies in writing when registering their child or as the case arises.
- We include a variety of foods from the four main food groups at snack time.
- We record information about child's dietary needs including allergies and adapt snacks to suit individual children's needs.

Packed lunch boxes

Parents/carers must provide children with packed lunches or other food from home that complements our healthy food ethos. We ask that, to achieve this, you use the principles of the 'eat well plate' where appropriate. This will ensure children have a healthy balanced meal.

Packed lunches at Preschool must include **no more than 5 items** and should include foods from the following;

- At least 1 portion of vegetables and/or at least 1 portion of fruit; for example, carrot sticks, pepper, chopped tomatoes, cucumber, apple slices, orange segments banana, chopped grapes, berries
- **One portion** of protein eg, lentils, beans, eggs, fish, chicken, tuna, ham
- **At least one, but no more than 2** portions of starchy food for example bread, pitta, pasta, rice, bagels
- **One portion** of dairy for example yogurt, cheese, milk, soya drink

We encourage parents to provide food from each area of the eat well plate.

Please give appropriate portion sizes, a child's portion is roughly the size of the palm of their hand.

One 'treat' can be added for example half a packet of crisps, small or fun size chocolate bar, cereal bar. **Do not** put sweets in lunch boxes.

Please also remember that we are still a **NUT FREE** setting. Do not to use items such as 'Nutella' or 'peanut butter' within the lunch content.

If your child's lunch box has too many unhealthy items or if there is too much content, items will be removed and sent home.

If your child has any medical dietary requirements, please let a member of staff know.

Food from home

Occasionally parents/carers may want to make food or bring food in for their child to share such as cakes on birthdays. We are happy to send these items home with the children, but we cannot allow them to be consumed on the premises.

Using food as a reward/special occasions

We do not encourage the regular eating of sweets or of the foods high in sugar and/or fat, especially as a reward for good behaviour, or other achievements. Other methods of positive reinforcements are used.

We advise that you **do not** use sugary treats as rewards for children at home, why not try stickers or stamp rewards as an alternative.

Occasionally we may hold a cake stall to raise funds for the Preschool or other charities. This will not be on a regular basis.

Preschool party food will aim to provide a balance between all the food groups to provide a healthy meal.

Drinking water

Fresh drinking water will be available at all times by means of the water fountain. Any child we feel may not be able to use the water fountain will be given a beaker of water with their picture on.

Special dietary requirements

The setting will provide food in accordance with children's religious beliefs and cultural practices as required.

A vegetarian option will be provided if required.

We recognise that some children may require a special diet. In this case the parents/carers are asked to make us fully aware of this. Individual care plans/menus will be created for children with special dietary needs/requirements. These should document symptoms and diverse reactions, actions to be taken in an emergency, and emergency contact details, along with any particular food requirements. There may be occasions where parents/carers are asked to provide the food ingredients themselves.

20. Parents/carers as Partners Policy

Parents are the first educators of their children. The aim of the Preschool is to support their essential work, not to supplant them. We aim to create and maintain highly effective strategies to engage all parents in their child's learning.

We will:

- Make all new parents aware of the group's systems and policies.
- Encourage parents on an individual basis to play an active part in the management and governance of the setting.
- Ensure that parents are informed on a regular basis about their child's progress and have an opportunity to discuss it with practitioners.
- Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group.
- Ensure that all parents are fully informed about meetings, conferences, workshops and training.
- Consult with families about the times of meetings to avoid excluding anyone.
- Hold meetings in venues that are accessible and appropriate for all.
- Welcome the contributions of parents, whatever forms these may take.
- Make known to all parents the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents to learn about young children's learning, in Preschool and at home.

21. Selecting Equipment/Toys - Policy and Practice

The toys and equipment in Preschool provide opportunities for children to develop new skills and concepts during their play and exploration. The equipment we provide:

- Is appropriate for the ages and stages of the children.
- Offers challenges to develop all areas of learning stated in the EYFS
- Features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities.
- Includes a range of raw materials that can be used in a variety of ways and encourages an open-ended approach to creativity and problem solving.
- Will enable children, with adult support, to develop individual potential and move towards required learning outcomes.
- Conforms to all relevant safety regulation.

22. Settling in Preschool - Policy and Practice

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

In order to accomplish this, we will:

- Encourage parents/carers to visit the Preschool with their children during the weeks before an admission is planned.
- Introduce flexible admission procedures, to meet the needs of individual families and children.
- Make clear to families from the outset that they will be supported in the Preschool for as long as it takes to settle their child there.
- Reassure parents whose children seem to be taking a long time settling into the Preschool.
- Introduce new families into the group on a staggered basis, for example two new children a day for a week rather than 10 new children at once.
- Encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.
- On the child's first visit to Preschool a questionnaire will be given to the parents/carers to fill in regarding their child's likes/dislikes etc. This will be used to assist with the settling in process as from this favourite activities/toys etc. can be offered.
- 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.

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

23. Student Placement Policy

We recognise that the quality of work, which goes on in a Preschool, makes it an ideal place for students on placement from school and college undertaking childcare courses.

Students are welcomed into the Preschool on the following conditions:

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have DBS checks carried out.
- The needs of the children are paramount. Students will not be admitted in numbers that hinder the essential work of the Preschool. There would be a maximum of one student per session.
- Students must be confirmed by their tutor as being engaged in a bona fide childcare course that provides necessary background understanding of children's development and activities.
- If students are required to conduct child studies/observations will obtain written permission from the parents of the child to be studied.
- Students will be highly supervised by practitioners
- Any information gained by the students about the children, families or other adults in the Preschool must remain confidential.
- Students will not have unrestricted access to children.

24. The Role of the Key Person

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 practitioners and the setting by providing secure relationships in which children thrive, parents have confidence, practitioners are committed, and the setting is a happy and dedicated place to attend or work in.

- . We allocate a key person to every child before they start at the setting
- . The key person offers unconditional regard for the child and is non-judgmental
- . The key person may work with the parents/carers where necessary to plan and deliver a personalised plan for the child's well-being, care and learning
- . A key person is responsible for the developmental records and for sharing information on a regular basis with the parents.

25. Admissions Policy

The Preschool is open to every family in the community. In the event of limited availability, priority will be given to children in the catchment area of Old Dalby Primary School.

It is our intention to make our Preschool genuinely accessible to children and families from all sections of the local community. In order to accomplish this, we will:

- Ensure that the existence of the Preschool is widely known in all local communities. We will place notices advertising the Preschool in places where all sections of the community can see them.
- Arrange our waiting list in order of first come first served and in the event of limited availability, priority will be given to children in the catchment area of Old Dalby Primary School
- Keep a place vacant, if this is financially viable, in order to accommodate emergency admissions.
- Make our Inclusion and Equality policy widely known.
- All records will be kept confidentially for the statutory period of 6 years

26. Sun safe policy

Too much exposure to ultraviolet light (UV) radiation from the sun causes sunburn, skin damage and increases the risk of skin cancer. Sun exposure in the first 15 years of life contributes significantly to the lifetime risk of skin cancer.

- The Preschool can play a significant role in changing behaviours through role modelling and education from an early age.
- Children and staff are at risk of sunburn within 10-15 minutes of being exposed to strong sunlight.
- Skin cancer is largely preventable through behaviour modification and sun protection during early years.

The main elements of this policy are:

- Partnership: working with parents/guardians and Preschool staff to reinforce awareness about sun safety and promote a healthy Preschool.

- Education: learning about sun safety to increase knowledge and influence behaviour.

- Protection: providing an environment that enables children and staff to stay safe in the sun.

PARTNERSHIP • Sun safety will be promoted through working with parents, staff and the wider community to improve our understanding and provision to avoid the harmful effects of too much exposure to ultraviolet light (UV). • Staff should act as positive role models and set a good example by seeking out the shade whenever possible and wearing suitable clothing, hat and sunscreen.

EDUCATION • Parents and guardians will be asked through letters/newsletters to support this policy by encouraging their children to adopt the Slip, Slop, Slap message and act as role models. • Children will be taught the 'Slip, Slop, Slap' Song which will help them remember the basic Sun Safe message • Children will be read 'George the Sun Safe Superstar', an illustrated, rhyming story that educates children on the importance of Sun Safety and staff will regularly reinforce the sun safe messaging through discussion.

PROTECTION Shade: • The Preschool playground has shade provided either by the school building, trees and/or temporary structures i.e. gazebos, etc for use during outdoor play. •

Children will be encouraged to use the shaded areas during playtimes when appropriate. Clothing:

- The children will be encouraged to wear clothes that provide good sun protection. •

Parents/guardians will be duly informed of the importance to provide the Preschool with appropriate sun hats and the Preschool will provide Sunscreen. • The Preschool will provide spare appropriate sun hats and quality sunscreen on site at all times. **Drinking Water:** • Children are encouraged to increase their water intake in hot weather and encourage to drink water at outside play times.

27. Emotional Health and Wellbeing Policy

Old Dalby preschool is dedicated to providing an environment that promotes everyone's emotional health and wellbeing, as this is central to the Every Child Matters strategy (2004). This will be achieved by the whole setting approach documented in this policy. This policy covers all aspects of health and wellbeing in the setting.

This policy links to some of our other policies and procedures including Safeguarding children, Confidentiality, Behaviour management, Inclusion and Equality and Parents/carers as partners.

Emotional health and wellbeing incorporates the following aspects:

- Emotional well-being, have a general sense of feeling happy and confident and not feeling sad or worried
- Psychological wellbeing, a sense of feeling in control and resilient (the ability to bounce back after a disruption)
- Social wellbeing, good relationships with others including attachments to a significant person and the absence of unkind behaviours

The main aim of the policy is to ensure the emotional health and wellbeing needs of children and adults are met by:

- Ensuring children and adults feel confident to share their views, knowing that their opinions are valid and valuable to the setting
- Ensure children are exposed to different strategies to help promote their self-esteem and allow them to explore all their emotions
- Ensure that children feel a sense of belonging to the setting
- Working closely with parents/carers and building up a sense of trust so there can be a two-way sharing of information
- Track and monitor each child's emotional wellbeing
- Encouraging and rewarding children's positive, polite and caring behaviour through praise, in an environment where children learn to respect themselves, other people and their surroundings
- Involving children, parents/carers and practitioners in decisions
- We will provide an area where children can go to calm down and relax after an upset
- Children are given a key person before their first day. This person may change depending on who the child bonds with throughout their time at the setting
- Practitioners will attend relevant and up to date training in this area
- Coordinated support from a range of external organisations

All practitioners have a key role in influencing children's knowledge, skills and attitudes about emotional health and wellbeing, so it is important that they are familiar with the settings policies, guidelines or procedures

It is important for practitioners to act as positive role models around emotional health for example in their attitudes and behaviours towards each other and the children

28. Physical Activity Policy

Old Dalby Preschool is committed to promoting the health and wellbeing of its children and practitioners through physical activity. This policy outlines the organisation, teaching and management of physical activity at Old Dalby Preschool.

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

For more information about the current UK physical activity recommendations on how much physical activity children, young people and adults should have, please go to:

<https://www.gov.uk/government/publications/uk-physical-activity-guidelines>

Ethos and Environment

Old Dalby Preschool strives 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.

Physical Activity Aims and Objectives

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

Our specific objectives are as follows:

1. To enable children, practitioners and parents/carers to understand the importance of physical activity through the provision of information and development of appropriate skills and attitudes
2. To provide and promote opportunities for staff and children to be physically active throughout and beyond the setting
3. To increase physical activity levels in line with national targets

Equality of Opportunity

All physical activity opportunities offered at Old Dalby Preschool are designed to be inclusive and cater for different ability levels. For more information, please refer to our Inclusion and Equality Policy.

Resource Provision

Old Dalby Preschool will aim to have varied resources to cater for all types of physical development. Both the indoor and outdoor environments will serve as areas to promote physical activity. Resources will be chosen to support the varying developmental levels of all our children. These will include ride on toys, soft play, balance beams, climbing frames and bats and balls.

Parents/carers as Partners

Old Dalby Preschool understands parents/carers are crucial to encouraging their children to be active. We therefore aim to make parents/carers aware of the minimum activity recommendations and provide parents/carers with ideas on how to keep their children active.

Practitioners

Our practitioners aspire to be positive role models for our children. We aim to take part in physical activity whenever possible, e.g. as part of practitioner sessions.

29. Play Policy

We are fully committed to giving our children a high-quality play experience and understand the importance of play to children's development. Play can have a dramatic effect on children's confidence, self-esteem, mental health, physical health, resilience and wellbeing and as such is a priority for our children. Recent studies have shown that play is the most important developmental process in any child's life.

- Play can be messy. Because of the enormous benefits of messy play, we will allow children to do activities where they may get muddy, dirty or messy. We would advise you not to send children in their "best" clothes!
- Children are waterproof. Lack of outdoor play can be extremely bad for children's health and has recently been linked to an increase in Rickets in the UK. There are also several studies linking outdoor play to improved behaviour and mental health as well as promoting healthy eyesight. We will still play outside in all weathers so please ensure your child has suitable clothing for outdoor play.
- Accidents happen. Whilst the setting is committed to protecting children from harm, minor bumps and bruises will inevitably happen in play. We will sometimes play games where the occasional bump and bruise is possible because of the enormous benefits these games have on the development and well-being of children. Studies have shown that overprotecting children can harm their development and that experiencing controlled risk through play can better prepare them for real life risk.
- We believe that we are harming children's resilience if we continue to treat insignificant injuries. We will use a common-sense approach to assess which injuries genuinely need attention and those which the child can better deal with by continuing playing. Children with minor bruises will be comforted and then gently encouraged to carry on. This will help children become more physically and emotionally resilient.

We hope you will support us in making play as exciting and fun as possible at a time where many children are not getting sufficient quality play in their lives.

Oral Health policy

30. Asthma Policy

Old Dalby Preschool recognises that asthma is a widespread, serious but controllable condition; we welcome all children with asthma and will ensure that children with asthma can participate fully in all aspects of Preschool life. We will do this by:

- Working closely with parents/carers of children with asthma to ensure that their child is in a safe and caring environment.
- Ensuring all staff will undertake an asthma module as part of their mandatory paediatric first aid training. If staff feel that the requests made by parents/carers regarding administration of asthma medication are not in line with the advice received during training, they may request parents/carers to obtain clear written guidance from the child's GP/Consultant or Asthma nurse.
- Following the medication policies and procedures on administering medication and acquire parental consent.

All children diagnosed with asthma will be required to have a reliever (blue) inhaler and spacer device to be kept in the setting.

All reliever (blue) inhalers and spacer devices must be clearly labelled with the child's name and kept in the original packaging. If the packaging is damaged, then the label from the packaging must be attached to the inhaler.

Reliever (blue) inhalers will be kept unlocked, to ensure immediate access.

If the child leaves the premises for any activity, including emergency evacuation their reliever (blue) inhaler and spacer device will be taken with them. This will be joint responsibility of staff and parent/carers.

Parent / carers

Parents/carers need to complete all documentation, i.e. asthma care plan, alert card and consent form, prior to your child starting at Preschool, or if diagnosed whilst on roll, then immediately after the diagnosis has been given

Parents/carers should be aware of the settings sickness and medication procedures

If the reliever (blue) inhaler has been used whilst the child has been at Preschool, parents/carers will always be informed and will need to sign a medication form to confirm this

If a child needs to repeat the use of their reliever (blue) inhaler within four hours, parents/carers will be contacted immediately, as the child will need to be seen by their GP that day.

It is parent/carers responsibility to ensure that the reliever (blue) inhaler is in date and that it contains sufficient medication

Management ensure that all staff are made aware of any specific medical needs.

31. GDPR Policy

Introduction

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

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

What personal data do we collect?

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Personal details that we collect about your child include:

- your child's name, date of birth, address, health and medical needs, development needs, and any special educational needs, doctors and health visitor's name and contact details.

Where applicable we will obtain child protection plans from social care and health care plans from health professionals.

We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal details that we collect about you include:

- your name, home address, phone numbers, email address, two other emergency contact details

This information will be collected from you directly in the registration form.

If you apply for up to 30 hours free childcare, we will also collect:

- your child's birth certificate which we will take a copy of
- your national insurance number or unique taxpayer reference (UTR), if you're self-employed. We may also collect information regarding benefits and family credits that you are in receipt of.

We may also collect, store and use information about your child that falls into "special categories" of more sensitive personal data. This includes information about (where applicable):

- Race, ethnicity and religious beliefs. (These will be obtained by our application form and can be left blank if you choose not to give this information).

Why we collect this information and the legal basis for handling your data

we use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- contact you in case of an emergency
- to support your child's well-being and development
- to manage any special educational, health or medical needs of your child whilst at the setting
- to carry out regular assessments of your child's progress and to identify any areas of concern

- to maintain contact with you about your child's progress and respond to any questions you may have
- to process your claim for up to 30 hours free childcare (only where applicable)
- to keep you updated with information about our service

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

We have a legal obligation to process safeguarding related data about your child if we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending.

Who we share your data with

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

- Ofsted – during an inspection or following a complaint about our service
- the Local Authority (where you claim up to 30 hours free childcare as applicable)
- the government's eligibility checker (as applicable)
- the school/setting that your child will be transferring to

We will also share your data if:

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

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

Transfer of records to school or another setting

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

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

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

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

We will transfer development records for a child moving to another early years setting or school. Using the Early Years Foundation Stage guidance and our assessment of the child's development and learning, the key person will prepare a transition record. The record may refer to any additional needs that have been identified or addressed by our setting, any special educational needs or disability, names and contact details of all professionals involved. The record contains a summary by the key person of the child's progress in 7 areas of learning and parents/carers are invited to contribute.

Transfer of confidential information

The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them. We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference, we will pass the name and contact details of the child's social worker to the receiving setting or school – regardless of the outcome of the investigation. We post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'. We do not pass any other documentation from the child's personal file to the receiving setting or school.

How do we protect your data?

All personal data is either kept in our software systems or in paper format. Data relating to you and your child will be kept in the lockable storage unit and will only be accessible to the management team. Personal data held within a software system will be securely protected with logins and a secure password, which will only be given to those who need to access the data. Data will also be stored on the Preschool's external hard drive which is locked away. All data stored in paper format will be kept in a safe location where only those who are authorised to access it, can. This may include being locked away in a filing cabinet.

How long do we retain your data?

We retain your child's personal data for 3 years after your child no longer uses our setting. Medication records and accident records are kept for longer according to legal requirements. In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements.

Your rights with respect to your data

You have the right to:

- request access, amend or correct you/your child's personal data. If you make this request, we will:
 - Give you a description of it
 - Tell you why we are holding and processing it, and how long we will keep it for
 - Explain where we got it from, if not from you
 - Tell you who it has been, or will be, shared with
 - Give you a copy of the information within a reasonable time-frame (usually within a month)
- request that we delete or stop processing your child's personal data, for example where the data is no longer necessary for the purposes of processing; and

- request that we transfer you, and your child's personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact us. If you continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

Data protection officer: Leonie Miller-Pounder (Manager)

32. Reserves Policy

Statement of Intent

We aim to hold sufficient financial reserves to sustain the preschool if our income falls below the expected levels. Our intention would be to continue functioning as a preschool if at all possible and cover the payment of staff redundancies in the unlikely event that the preschool had to close.

Aims

To manage our finances responsibly, budget for predictable fluctuations in income and hold reserves to cover expenses due to other eventualities. It is our aim to hold a reserve of money equivalent to one terms running costs including wages.

Method

Due to school admissions policy of all children starting school at the beginning of the school year that they are 5 years old, and our policy that children may start at preschool when they are 2 years old, the Preschool has fluctuating numbers of children, with fewer in the autumn term, more in the spring term and most in the summer term. The income of the Preschool is therefore variable but the costs are of a more fixed basis so the preschool needs to hold sufficient cash to enable it to pay out its liabilities in the autumn term and rebuild the cash balance in the summer term.

The expenses of the preschool, based on accounts 19-20 are roughly equal each term at £21,500.

The amount held in reserve is reviewed annually at the beginning of the academic year to ensure that sufficient funds are being maintained. The reserve balance is reviewed every 6 months to ensure it is within the required range and actions will be taken by the trustees if this is not the case.

The actions available to the trustees if reserves are too low are as follows:

- Reduce costs where possible without affecting the quality of the provision
- Increase fees where possible
- Reduce staff

The actions available to the trustees if reserves are too high are as follows:

- Purchase specialist equipment
- Improve provision through extra staff or pay rises if appropriate
- Reduce fees if appropriate

33. Covid-19 Policy and Procedures -Updated to reflect Government changes on 21/2/22 and 24/2/22.

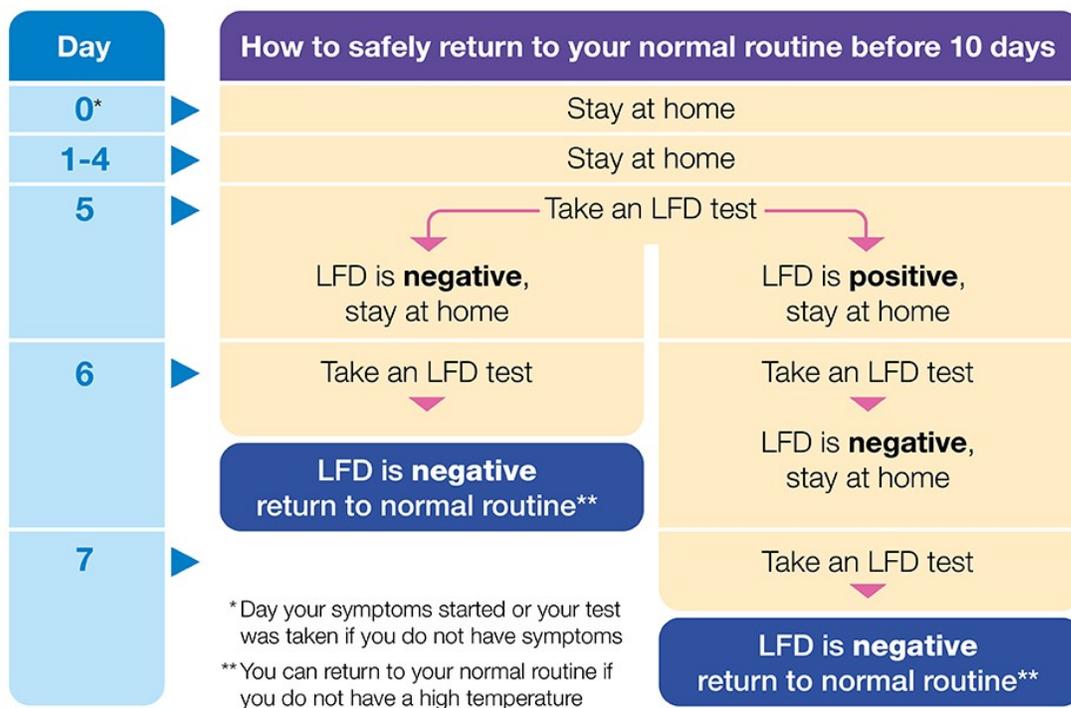
COVID-19 Symptoms

- a new continuous cough
- a high temperature
- a loss of, or change in, your normal sense of taste or smell (anosmia)

If your child has any of these symptoms you should order them a PCR test. Your child is advised to stay at home and avoid contact with other people while you are waiting for the test result.

Any child who is displaying coronavirus symptoms or tests positive will not be permitted to attend the Preschool while they are infectious. They should take an LFD test from 5 days after their symptoms started (or the day their test was taken if they did not have symptoms) followed by another one the next day. If both these test results are negative, they can return, as long as they feel well enough to do so and do not have a temperature.

Please see Government guidance below.



The Prechool has the right to refuse a child if it is felt that they pose a risk to other peoples health and saftey, this will be determined by risk assessment.

If your child develops symptoms of COVID-19 whilst at the setting

1. In an emergency, we will call 999 if the child is seriously ill or injured or their life is at risk.
2. We will call parents/carer to collect the child and take them home.

3. While the child is awaiting collection, we will move them to an isolated room and open a window for ventilation. If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people.

4. Since it's unlikely that staff caring for the child while they are awaiting collection will be able to maintain a 2-metre distance, they will wear suitable PPE

5. If the child needs to go to the bathroom while waiting to be collected, they will use the disabled toilet. The bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else.

6. Staff/other children who have had contact with the symptomatic child must wash their hands thoroughly for 20 seconds.

7. Once the child has left the premises, a thorough disinfect/clean of all surfaces and touchpoints they came into contact with (including the bathroom if used) will take place.

Children should not be given any medication that may mask the symptoms of Coronavirus before they attend the setting. If a child needs medication such as Calpol because they are poorly, they should not be attending.

Control measures to be taken by the setting:

We will:

1. Ensure good hygiene for everyone.
2. Maintain appropriate cleaning regimes, using standard products such as detergents.
3. Keep occupied spaces well ventilated.
4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID

1. Ensure good hygiene for everyone

-Hand hygiene

Frequent and thorough hand cleaning will be regular practice. We will continue to ensure that children clean their hands regularly. This will be done with soap and water or hand sanitiser.

-Respiratory hygiene

We will promote the 'catch it, bin it, kill it' approach. We will have discussions with children about why this is important.

Use of personal protective equipment (PPE)

Staff will not be required to use PPE beyond what they would normally need for their work.

2. Maintain appropriate cleaning regimes, using standard products such as detergents

We will put in place and maintain an appropriate cleaning schedule. This will include regular cleaning of areas and equipment with a particular focus on frequently touched surfaces.

3. Keep occupied spaces well ventilated

The setting will be kept well ventilated. We will ensure that a comfortable environment is maintained. We will use a CO2 monitor to determine areas of poor ventilation and take steps to improve fresh air flow in these areas. Where it is safe to do so, we will open external windows to improve natural ventilation and, in addition, open internal doors, where safety of the children permits. We will balance the need for increased ventilation with maintaining a comfortable temperature.

4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19 When an individual develops COVID-19 symptoms or has a positive test.

Children, staff and other adults will follow Government guidance 'People with COVID-19 and their contacts if they have COVID-19 symptoms'. Children and staff should return to the setting as soon as they can, in line with Government guidance.

Prioritising early years places

If high levels of the staff are absent due to sickness or self-isolation this may mean we need to restrict attendance. We will give priority to:

- children of critical workers, and vulnerable children
- then 3- and 4-year-olds, in particular those who will be transitioning to Reception
- followed by younger age groups

Vaccination

We recommend all staff to take up the offer of a vaccine.

Children and staff travelling from abroad

All children and staff travelling to England must adhere to government travel advice in travel to England from another country during coronavirus (COVID-19). Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return

Contingency Plan

We will have a contingency plan to deal with any outbreaks in the setting. This will outline the extra measures we may need to put in place in these exceptional circumstances. The Government considers COVID-19 to be an exceptional circumstance in which the staff-to-child ratios set out in the EYFS can temporarily be changed, if necessary, for example to respond to COVID-related workforce absences. If this occurs the Preschool will ensure that the care of the children is not affected.

Asymptomatic testing

Staff will not be expected to continue taking part in regular asymptomatic testing and should follow asymptomatic testing advice for the general population.

Appendix 1 – Recruitment of Ex-offenders

The Preschool have regard to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 by SI 2013 1198). This makes certain regulated activity (i.e. working with children) exempt from the ROA and therefore requires an individual to subject to an Enhanced Disclosure and Barring Service check.

As an organisation using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, Old Dalby Preschool complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed.

Old Dalby Preschool is committed to the fair treatment of its practitioners or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

We encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person with Old Dalby Preschool and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

We ensure that all those in Old Dalby Preschool who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.

Appendix 2 – Secure Storage, Handling, Use, Retention & Disposal of Disclosures and Disclosure Information

General Principles

As an organisation using the Disclosure and Barring Service checks (DBS) to help assess the suitability of applicants for positions of trust, Old Dalby Preschool complies fully with the Revised Code of Practice for Disclosure and Barring Service Registered Persons (Nov 2015) regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It

also complies fully with its obligations under the Data Protection Act 2018, General Data Protection Regulation 2018 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information.

Storage and access

Disclosure information should be kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties

Handling

In accordance with Section 123/124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a **criminal offence** to pass this information to anyone who is not entitled to receive it.

Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six months, we will consult with the DBS about this and will give full consideration to the data protection and human rights of the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, e.g. shredding, pulping or burning. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, notwithstanding the above, we may keep a record of the date of issue of a Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, the unique reference number of the Disclosure and the details of the recruitment decision taken.