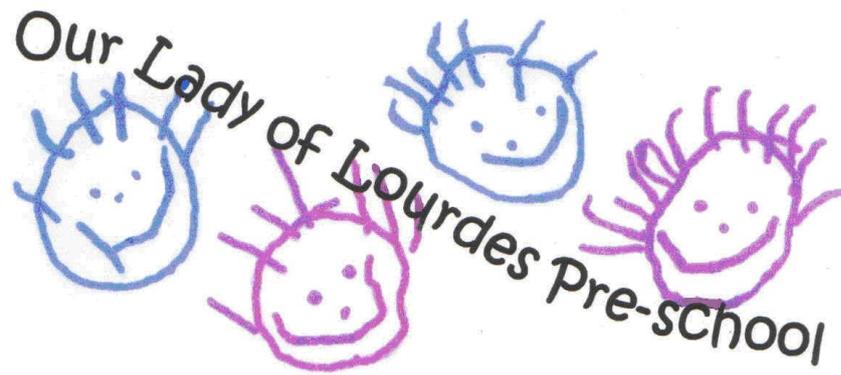
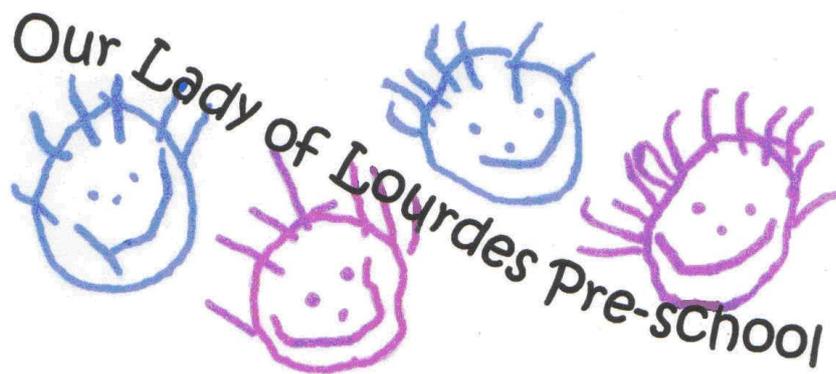


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Policy and Procedure Documents

Authors: Theresa Clarke and Esther Fitt-Bishop
Our Lady of Lourdes Pre-school

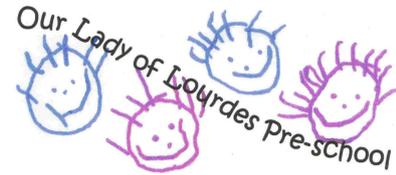


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1 Safeguarding children

Reg: No:EY358418

1.1 Children's rights and entitlements

Policy statement

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.2 Supporting every child	4.4 Personal, social and emotional development

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

To be **strong** means to be:

- **secure** in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- **safe and valued** as individuals in their families and in relationships beyond the family, such as day care or school ;
- **self assured** and form a positive sense of themselves – including all aspects of their identity and heritage;
- **included equally and belong** in early years settings and in community life;
- **confident in abilities** and **proud** of their achievements;
- **progressing optimally** in all aspects of their development and learning;
- **to be part of a peer group** in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- **to participate and be able to represent themselves** in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be **resilient** means to:

- **be sure** of their self worth and dignity;

- be able to be **assertive** and state their needs effectively;
- be able to **overcome** difficulties and problems;
- **be positive** in their outlook on life;
- be able to **cope** with challenge and change;
- have a **sense of justice** towards self and others;
- to develop a **sense of responsibility** towards self and others; and
- to be able to **represent** themselves and others in key decision making processes.

To be **listened to** means:

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

Adopted on: September 2009

Committee Chairpersons: Liz Payne, Sarah Diggines

Safeguarding children

1.2 Safeguarding children, young people and vulnerable adults

Policy statement

Our setting will work with children, parents and the community to ensure the rights and safety of children, young people* and vulnerable adults. Our Safeguarding Policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy, which incorporates responding to child protection concerns.

Key commitment 1

We are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

- [Group provision: Our designated person (a member of staff) who co-ordinates child, young person and vulnerable adult protection issues is:

- When the setting is open but the designated person is not on site, a suitably trained deputy is available at all times for staff to discuss safeguarding concerns.
- Our designated officer (a member of the management team) who oversees this work is: Esther Fitt-Bishop or Tracy Weston

- The designated person, the suitably trained deputy and the designated officer ensure they have relevant links with statutory and voluntary organisations with regards to safeguarding.
- The designated person (and the person who deputises for them) understands LSCB safeguarding procedures, attends relevant LSCB training at least every two years and refreshes their knowledge of safeguarding at least annually.]
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social care team or the NSPCC. They receive updates on safeguarding at least annually.
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2015) and are able to identify those children and families who may be in need of early help and enable them to access it.
- All staff understand LSCB thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm.
- All staff understand their responsibilities under the General Data Protection Regulations and the circumstances under which they may share information about you and your child with other agencies.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on

- positive behaviour, online safety (including use of mobile phones), whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
 - All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
 - Adequate and appropriate staffing resources are provided to meet the needs of children.
 - Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
 - Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
 - Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
 - Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
 - Volunteers must:
 - be aged 17 or over;
 - be considered competent and responsible;
 - receive a robust induction and regular supervisory meetings;
 - be familiar with all the settings policies and procedures;
 - be fully checked for suitability if they are to have unsupervised access to the children at any time.
 - Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number;
 - certificate of good conduct or equivalent where a UK DBS check is not appropriate;
 - the date the disclosure was obtained; and
 - details of who obtained it.
 - All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
 - All staff and volunteers are required to notify us if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children.
 - We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
 - Procedures are in place to record the details of visitors to the setting.
 - Security steps are taken to ensure that [we/I] have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
 - Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.
 - Any personal information is held securely and in line with data protection requirements and guidance from the ICO.
 - The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
 - We keep a written record of all complaints and concerns including details of how they were responded to.

- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
- The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to children's social care, the LADO, Ofsted or RIDDOR.

Key commitment 2

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG, 2015) and the Care Act 2014.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; female genital mutilation and radicalisation or extremism.
- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
- The designated person completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.

- We are aware of the mandatory duty that applies to teachers, including early years practitioners, and health workers to report cases of female genital mutilation to the police.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns and follow the LSCB procedures.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored on the child's personal file.
- In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns to the local authority children's social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- We have a whistleblowing policy in place.
- Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing; if they feel that the organisation has not acted adequately in relation to safeguarding they can contact the NSPCC whistleblowing helpline.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff 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 staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child, although it is OK to ask questions for the purposes of clarification;
 - makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the designated person is informed of the issue at the earliest opportunity, and within one working day.

- Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, [we/I] include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

Making a referral to the local authority children's social care team

- The Pre-school Learning Alliance's publication *Safeguarding Children* contains procedures for making a referral to the local children's social care team, as well as a template form for recording concerns and making a referral.
- [We/I] keep a copy of this document alongside the procedures for recording and reporting set down by our Local Safeguarding Children Board, which [we/I] follow where local procedures differ from those of the Pre-school Learning Alliance.

Escalation process

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
- We will ensure that staff are aware of how to escalate concerns.

Informing parents

- Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events, unless it is felt that this may put the child at risk or interfere with the course of a police investigation. Advice will be sought from social care if necessary.
- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should seek advice from children's social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

Liaison with other agencies

- We work within the Local Safeguarding Children Board guidelines.
- The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
 - inappropriate sexual comments;

- excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We ensure that all staff and volunteers know how to raise concerns about a member of staff or volunteer within the setting. We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the Local Authority Designated Officer (LADO) to investigate and/or offer advice:

<i>Alison Francis</i>	<i>01702 215007</i>
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- We also report any such alleged incident to Ofsted (unless advised by LADO that this is unnecessary due to the incident not meeting the threshold), as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process.

Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

Key commitment 3

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering children through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals.
- Designated persons receive appropriate training, as recommended by the Local Safeguarding Children Board, every two years and refresh their knowledge and skills at least annually.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the Local Safeguarding Children Board.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (2004 s11)
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- General Data Protection Regulations (GDPR) (2018)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

Further guidance

- Working Together to Safeguard Children (HMG, 2015)
- What to do if you're Worried a Child is Being Abused (HMG, 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)
- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Guidance for Practitioners providing Safeguarding Services (DfE 2015)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)

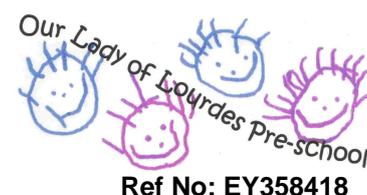
This policy was adopted by	Our Lady of Lourdes Pre- school	<i>(name of provider)</i>
On	21 May 2018	<i>(date)</i>
Date to be reviewed	6-monthly	<i>(date)</i>
Signed on behalf of the provider	Lisa Flaherty	
Name of signatory	Lisa Flaherty	
Role of signatory (e.g. chair, director or owner)	Chair	

Other useful Early Years Alliance publications

- Safeguarding Children (2013)
- Safeguarding through Effective Supervision (2013)
- The New Early Years Employee Handbook (2016)
- People Management in the Early Years (2016)

*A 'young person' is defined as 16 to 19 years old – in our setting they may be a student, worker, volunteer or parent

Safeguarding children



1.3 Looked after children

Policy statement

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

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

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

In our setting, we place emphasis on promoting *children's right to be strong, resilient and listened to*. Our policy and practice guidelines for looked after children are based on these two important concepts, *attachment and resilience*. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We do not offer placements for babies and children under two years who are in care; we offer instead other services to enable a child to play and engage with other children where their carer stays with the child.
- We offer places to two-year-old children in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been

with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.

- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Personal, social and emotional development

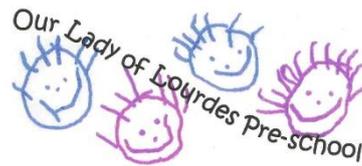
Procedures

- The designated person for looked after children is the designated child protection co-ordinator.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates and the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as:
 - the child's emotional needs and how they are to be met
 - how any emotional issues and problems that affect behaviour are to be managed
 - the child's sense of self, culture, language/s and identity – how this is to be supported
 - the child's need for sociability and friendship
 - the child's interests and abilities and possible learning journey pathway
 - how any special needs will be supported.
- In addition the care plan will also consider:

- how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored
- what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed
- what written reporting is required
- wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning
- with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun-days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage 6 areas of learning.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Further guidance

- Guidance on the Education of Children and Young People in Public Care (DfEE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)
- Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)



Reg No: EY358418

Safeguarding Children

1.4 Confidentiality and client access to records

Policy statement

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

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

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

Confidentiality procedures

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

- We do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual with us, our practitioners and managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

Client access to records procedures

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

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting manager.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows 40 working days for the file to be made ready.
- A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.
- Legal advice may be sought before sharing a file.
- Our manager goes through the file and ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.
- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to our manager giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc. we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals our manager takes a photocopy of the complete file. On the copy of the file, our manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by legal advisors to verify that the file has been prepared appropriately.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- We photocopy the 'clean copy' again and collate it for the parent to see.

- Our manager informs the parent that the file is now ready and invite[s] him/ her to make an appointment to view it.
- Our manager meets with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, [we/I] never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.
- The law requires that the information we hold must be held for a legitimate reason and must be accurate (see our Privacy Notice). If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

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

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

Legal framework

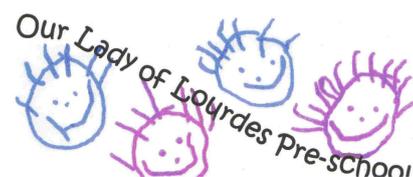
- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act (1998)

Further guidance

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

This policy was adopted by	Our Lady of Lourdes Pre- school	<i>(name of provider)</i>
On	21 May 2018	<i>(date)</i>
Date to be reviewed	6-monthly	<i>(date)</i>
Signed on behalf of the provider	Lisa Flaherty	
Name of signatory	Lisa Flaherty, Chair	

Safeguarding children



Reg No: EY358418

1.5 Information sharing Safeguarding Children

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

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

Policy statement

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

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

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

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

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

Procedures

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

1. *Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989, but provide a framework to ensure that personal information about living individuals is shared appropriately.*

- Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information [both within the setting, as well as] with external agencies.
- 2. *Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.*

In our setting we ensure parents:

 - Receive a copy of our Privacy Notice and information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
 - have information about our Safeguarding Children and Child Protection Policy; and
 - have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
- 3. *Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*
 - Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.
 - Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
 - Our manager will seek advice if they need to share information without consent to disclose.
- 4. *Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.*
 - We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
 - Our guidelines for consent are part of this procedure.
 - Our manager is conversant with this and she is able to advise staff accordingly.
- 5. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*

In our setting we:

 - record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;
 - record decisions made and the reasons why information will be shared and to whom; and
 - follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.
- 6. *Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*
 - Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*
- Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

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

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign our Registration Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school..
- We consider the following questions when [we/I] assess the need to share:
 - Is there a legitimate purpose to us sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?
 - Is there a statutory duty or court order requiring us to share the information?
 - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
 - If the decision is to share, are we sharing the right information in the right way?
 - Have we properly recorded our decision?
- Consent must be freely given and *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of [our/my] service or it has been explained and agreed at the outset.
- Consent can be withdrawn at any time.
- We explain our Information Sharing Policy to parents.

Separated parents

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

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

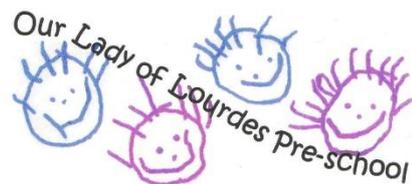
Legal framework

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

Further guidance

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

This policy was adopted by	Our Lady of Lourdes Pre-school	<i>(name of provider)</i>
On	21 May 2018	<i>(date)</i>
Date to be reviewed	6-monthly	<i>(date)</i>
Signed on behalf of the provider	Lisa Flaherty	
Name of signatory	Lisa Flaherty	
Role of signatory (e.g. chair, director or owner)	Chair	



Reg No: EY358418

1.6 Child collection policy

Policy statement

No children will be released from our care if staff are not informed of the person collecting the child.

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

It is the policy of the pre-school that no person under the age of 16 can collect a child

Procedures

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on the Registration Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. Our contact telephone number is 01702 715551.

Relationship breakdown of parents/guardians:

We have a clearly defined procedure which is followed in the event of the relationship between a child's parents or guardians breaking down.

- Unless there is a court order preventing one parent's contact to the child, we are unable to legally deny access. The pre-school must be given a copy of any court order
- Should a parent of concern ask to access their child, we will contact the other parent to come to pre-school as soon as possible. We will explain this procedure to the parent of concern and ask them to wait
- If there is concern about violent or aggressive behaviour from either parent we will seek advice from the police and follow their recommendations. We will follow guidance within our policy on violence.

Attempted collection by a parent who is adversely affected by alcohol or drugs:

We will not release a child who is deemed to be at risk if a parent or authorised person arrives at pre-school and are considered to be in an unfit state due to drugs or alcohol. Staff will explain to them why the child should not leave with them and offer to assist them by contacting the other parent or person from the emergency contact list. If the parent refuses assistance, insists on taking the child with them and staff believe the child will be at risk, the manager will call the police.

Failure to collect a child:

- If a child is not collected at their expected collection time, we follow the procedures below:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the Registration Form - are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
 - If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, [we/I] apply the procedures for uncollected children.
 - If we have any cause to believe the child has been abandoned [we/I] contact the local authority children's social care team:
If the children's social care team is unavailable [or as our local authority advise] we will contact the local police
 - After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.
 - The child stays at the setting in the care of two of our fully-vetted workers, one of whom will be our manager or deputy manager/for childminding provision until the child is safely collected either by the parents or by a social care worker, or by another person specified by social care.
 - Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
 - Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
 - We ensure that the child is not anxious and we do not discuss our concerns in front of them.
 - A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.
- Ofsted may be informed:
- The local Pre-school Learning Alliance office/Development Worker may also be informed:

This policy was adopted by	Our Lady of Lourdes Pre-school	<i>(name of provider)</i>
On	21 May 2018	<i>(date)</i>
Date to be reviewed	6 monthly	<i>(date)</i>
Signed on behalf of the provider	Lisa Flaherty	

Name of signatory

Lisa Flaherty

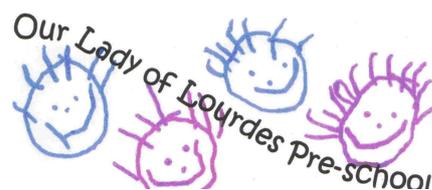
Role of signatory (e.g. chair,
director or owner)

Chair

Other useful Early Years Alliance publications

- Safeguarding Children (2013)

Safeguarding children



Reg: No:EY358418

1.7 Missing child

Policy statement

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the setting leader.
- The setting leader will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the parent is contacted and the missing child is reported to the police.
- The setting leader talks to the staff to find out when and where the child was last seen and records this.
- The setting leader contacts the chairperson and reports the incident. The chairperson, with the management committee, (or proprietor) carries out an investigation and may come to the setting immediately.

Child going missing on an outing

This describes what to do when staff have taken a small group on an outing, leaving the setting leader and/or other staff back in the setting. If the setting Leader has accompanied children on the outing, the procedures are adjusted accordingly. What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The setting leader or manager is contacted immediately and the incident is reported.
- The setting leader contacts the police and reports the child as missing.
- The setting leader contacts the parent, who makes their way to the setting or outing venue as agreed with the setting leader. The setting is advised as the best place, as by the time the parent arrives, the child may have been returned to the setting.
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.

- The setting leader contacts the chairperson and reports the incident. The chairperson, with the management committee, (or proprietor) carries out an investigation and may come to the setting immediately.
- The setting leader, or designated staff member may be advised by the police to stay at the venue until they arrive.

The investigation

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

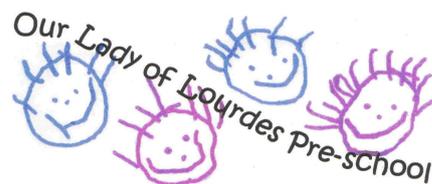
Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the chairperson of the management committee or representative, or the proprietor. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson or proprietor will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

Important numbers: Essex Police 01245 491491 or 101 for non emergency enquiries

Adopted on: September 2009; Updated April 2016

Committee Chairpersons: Liz Payne, Sarah Diggines



1.8 Supervision of children on outings and visits

Policy statement

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Some settings do not have direct access to outdoor provision on their premises and will need to take children out daily. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning

Procedures

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- This general consent details the venues used for daily activities.
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and type of venue as well as how it is to be reached.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- Outings are recorded in an outings record book kept in the setting stating:
 - The date and time of outing.
 - The venue and mode of transport.
 - Names of staff assigned to named children.
 - Time of return.
- Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of parents/carers.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.

Other useful Early Years Alliance publications:

- Register and Outings Record
- Risk Management in Early Years Settings (2007)

Adopted on: September 2009; Updated April 2016

Committee Chairpersons: Liz Payne, Sarah Diggines

Safeguarding children

1.9 Maintaining children's safety and security on premises

Policy statement

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.2 Parents as partners		

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the DBS
- Adults do not normally supervise children on their own, however there are situations when children will be with an adult on their own, this typically occurs when children are taken to the gate or when they are taken to visit the reception classes on the school grounds and when children are taken up to the oak tree at the top of the school field.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

Other useful Early Years Alliance publications

Risk Management in Early Years Settings (2007)

Adopted on: September 2009; Updated April 2016

Committee Chairpersons: Liz Payne, Sarah Diggins

Safeguarding Children



Reg: No: EY358418

1.10 Managing the pre-school website

Policy statement

Our Lady of Lourdes Pre-school aims to provide a website as a useful resource of information and communication for parents, pre-school children and interested parties in the wider community.

Our named person who designs and manages the website is Kim Wells; she has undertaken an enhanced DBS check. The website will be managed on pre-school premises.

Content and photographs are managed to ensure confidentiality ensuring the protection of children in our setting.

Pre-school practitioners ensure that written procedures are followed with regard to ethical and data protection guidelines on using children's images in the public domain. All parents/ carers of the children who attend the pre-school are consulted prior to the publication of images onto the website. Written content is vetted by pre-school manager and or committee officers before publication. No names will be advertised with children's images to preserve anonymity.

Parents are made aware of the website and the procedures of management through written communication and induction

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping Safe	2.2 Parents as Partners	3.4 The Wider Context	

Procedures

- Colleagues are fully briefed about correct procedures for managing the website through in-house meetings
- Photographic images that are to be used on the website will be taken using the pre-school's digital camera.
- Photographic images will be displayed in the pre-school setting (main entrance cloakroom) for parental approval before publication
- Where staff appear in photographs their consent must be provided before publication
- Text and information designated for the website will be checked by the pre-school manager and/ or committee officers
- Approved text and images will be transported using an encrypted memory stick or through e-mail
- Information will be regularly updated to ensure that information advertised is accurate
- Text and images will be stored on the designated person's home computer to facilitate the design and maintenance of the website
- The designated person will use the text and photographs solely for the use on the website and for no other purpose
- The website will be hosted on an internet server and will be available to the general public

Legal framework.

- *Data Protection Act 1998*

Adopted on: January 2010; Updated April 2016

Committee Chairpersons: Liz Payne, Sarah Diggines

Safeguarding Children



Ref No: EY358418

1.11 Mobile phone and camera policy

Policy statement

Our Lady of Lourdes Pre-school prohibits the use of personal mobile phones and cameras in the main setting when working with children or when on outings. This practice ensures the safety and welfare of the children attending so that images and recordings are not stored on personal equipment.

One exemption to this statement is when the group has concerts and open events where parents are permitted to take photographic and video images, however if any parent/ carer of a child in the setting objects to this action then a blanket ban of the usage all cameras and video equipment will come into effect.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping Safe	2.2 Parents as Partners	3.4 The Wider Context	

Procedures

- All personal mobile phones and cameras will be kept in the locked cabinet in the front office.
- In the event of an emergency, personal mobile phones may be used in the privacy of the office, with permission from the manager.
- Mobile phone calls may only be taken at designated breaks or in colleagues' own time
- Colleagues must ensure that the setting has a record of up-to-date contact information and the setting's contact number is given to family and friends to use in an emergency
- During group outings nominated colleagues will have access to the group's mobile phone (without camera facility)
- Failure to adhere to this policy will result in disciplinary action

Legal framework

- *Data Protection Act 1998*

Adopted on: January 2010

Committee Chairpersons: Liz Payne, Sarah Diggines



1.12 Intruder Policy

Policy statement

Our Lady of Lourdes Pre-school believes that the safety of the children and colleagues in the setting is of paramount importance. We make every effort to keep the setting secure from intruders.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping Safe		3.4 The Wider Context	

An intruder is an individual in the setting or on the school grounds who has not followed established visitor procedures; they may or may not be a safety hazard to the pre-school or the primary school. This policy provides a means of dealing with either situation.

Any colleague who observes an individual on the premises or on the school grounds who appears suspicious or out of place should approach the individual (if it appears safe to do so), ask their name and purpose or alert another colleague, school caretaker for assistance.

The person approaching the suspicious individual must determine if the person poses a safety hazard or just needs to be made aware of the procedures in place for visiting the school or the pre-school setting

While determining the status of a visitor every effort must be made to ensure children in our care are safe, feeling secure where possible and remain undisturbed and engaged in their activities. Children must be given reassurance regarding their own and others safety and well-being when needed.

Procedure 1: Visitor with legitimate business

1. Identify the person and determine their purpose or need for being in the setting or on the school grounds.
2. Escort the person to the school office or to the setting to sign in on the visitor's register and to remind them of the visitors' procedure of signing in.
3. Wait until a member of the management team can come to you, if safety issues do not permit you to leave your post.
4. Review security to determine how the intruder gained entry.

Procedure 2: Intruder who may pose a safety hazard

1. Politely greet intruder, identify yourself and ask purpose of the visit
2. Ask a colleague to observe your approach to the intruder for safety reasons
3. Explain that all visitors must report to the main school office or to ring the number for the pre-school at the main gates
4. Depending on the circumstances and the demeanour of the intruder colleagues in the setting will call the police to report the incident. If the intruder appears agitated, irrational or refuses to leave the premises in a peaceful manner, endeavour to calm the person by talking in a low, calm, reassuring voice whilst trying to gain the attention of a colleague to call the police.
5. If the police are called and the individual leaves or attempts to leave prior to the police arriving, do not attempt to physically detain or restrain the person. Contact the police to inform the responding officers that the individual has left the premises, the direction and the means of transport.

6. If the individual stays until the police arrive, inform the officers what has happened that led to the individual being with you so they can establish probable cause for arrest for trespassing. Also verbally ask the subject not to return to the school/ pre-school premises whilst in the presence of the police.
7. Review security immediately.
8. Log incident and actions as soon as possible

Procedure 3: Intruder who is armed or otherwise poses a safety hazard

1. Alert all colleagues
2. Contact the police as soon as possible to report the incident.
Give the operator all the information regarding the location of the intruder, a physical and clothing description and the weapon involved (where applicable)
 - Advise the operator what you are doing to ensure the safety of the children and colleagues in the setting and at the school
 - Remain on the line until the operator advises you to hang up.
 - Monitor the location of the intruder until the police arrive.
3. When confronting an intruder, take a colleague with you. Determine who will initiate contact with the intruder and who will act as back-up person. Both staff members should break off contact and leave when it is safe to do so. Attempt to direct the intruder to the school's main office or the pre-school office or away from areas occupied by the 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 for him/ her to consider using a weapon.
 - a. Back away slowly and leave the area.
 - b. Both of your hands should be up with your palms facing the intruder while slowly backing away.
4. Remain calm; do not attempt to disarm the person.
5. Once the police arrive provide them with the following information:
 - Location of intruder
 - Description of intruder
 - Any known weapons
 - Any statements made by the intruder
6. Be prepared to keep media, parents and other community members out of the setting. The police will secure the area.
7. All other colleagues and official visitors should remain in their designated areas with the children unless otherwise directed by the police, reassuring and engaging the children as appropriate.

In any event there will be a thorough investigation of the incident, and a report will be made by all colleagues involved.

Inform Ofsted and the children's parents of the incident and the subsequent investigation, with due regard to the confidentiality policy.

Adopted on: January 2010

Committee Chairpersons: Liz Payne, Sarah Diggins

1.13 Making a complaint

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach [with the appropriate member of staff]. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Procedures

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request. A full procedure is set out in the Pre-school Learning Alliance publication Complaint Investigation Record (2012) which acts as the 'summary log' for this purpose.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of our setting's provision talks over his/her concerns with our manager first of all.
- Most complaints should be resolved amicably and informally at this stage.
- We record the issue, and how it was resolved, in the child's file.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed our manager and signed by the parent.
- Our setting stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our manager may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, our manager meets with the parent to discuss the outcome.
- We inform parents of the outcome of the investigation within 28 days of him/her making the complaint.
- When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record, which is made available to Ofsted on request.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with our manager and the chair. The parent may have a friend or partner present if they prefer and our manager should have the support of the deputy manager.
- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.

- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record.

Stage 4

- If at the stage three meeting the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with our staff and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent and our manager and chair is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Children's Services and Skills (Ofsted), the Local

Safeguarding Children Board and the Information Commissioner's Office

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- Parents can complain to Ofsted by telephone or in writing at:
Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD
Tel: 0300 123 1231
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Board.
- In these cases, both the parent and our setting are informed and our manager work with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.
- The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at our setting. The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

Records

- A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in our Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.

This policy was adopted by	Our Lady of Lourdes Pre-school	<i>(name of provider)</i>
On	21 May 2018	<i>(date)</i>
Date to be reviewed	6-monthly	<i>(date)</i>
Signed on behalf of the provider	Lisa Flaherty	
Name of signatory	Lisa Flaherty	
Role of signatory (e.g. chair, director or owner)	Chair	

Other useful Early Years Alliance publications

- Complaint Investigation Record (2015)

Safeguarding children

1.14 Staff Supervision

Ref No: EY358418



Introduction

In accordance with the revised Statutory Framework for the Early Years Foundation Stage 2015 staff supervision is a requirement for providers under Section 3 – The Safeguarding and Welfare Requirements Clauses 3.19 and 3.20 as follows:

3.19 Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

3.20 Supervision should provide opportunities for staff to:

- Discuss any issues – particularly concerning children's development or well-being.*
- Identify solutions to address issues as they arise; and*
- Receive coaching to improve their personal effectiveness*

Statutory Framework for the Early Years Foundation Stage 2015

Procedures

Supervision is a means to ensure staff members are clear about what their job is, what the pre-school wants them to do, to raise safeguarding concerns about particular children and to be supported to do that job well. The meeting gives parties the opportunity to evaluate and review workloads and performance so that learning and development can take place and to identify performance shortfalls, encourage and motivate staff and initiate training, support and /or coaching. Supervision does not replace the annual staff appraisals.

Responsibility

The manager is responsible for ensuring that regular supervision meetings are conducted with every member of staff. The member of staff is responsible for ensuring that they meet the required standard for the job.

Process and Frequency

Supervision is an essential part of the effective working relationship between a member of staff and a manager. The meetings are a two way discussion between a member of staff and their manager and to be effective each person must take an equal responsibility for ensuring effective communication and cooperation and recognition of the value of supervision meetings for both parties. All staff must be provided with a regular supervision (1-1) meeting with their manager at least once every six weeks which is booked in advance at an agreed time. There must be a written record of the meeting using the Supervision Record Form.

What to cover at supervision meeting

The content of the supervision meeting will be to:

- discuss and agree targets/tasks and objectives which need to be carried out
- record progress on these targets/tasks
- set timescales and deadlines for carrying out the tasks
- identify any performance concerns and improvements required

- discuss any issues of concern about particular children
- identify appropriate support and guidance with regard to all aspects of work including support in dealing with particular children and their individual needs
- identify any training and development needs.

Supervision Standards

Staff should expect:

- To be given clear objectives and standards, appropriate deadlines and help in achieving their objectives.
- To be able to question how things are done and what is expected.
- To be given the opportunity and time to be express any concerns, including Safeguarding issues.
- To be given appropriate support and receive coaching where necessary.
- To be told in a constructive way if their work is poor, incompetent or unacceptable and to have a strategy for improvements discussed and agreed.
- To be told when a piece of work has been done well.

Line manager should expect:

- To have their management responsibilities understood and respected by the staff they manage.
- That once targets and/or objectives are set the member of staff will produce work to an agreed standard.
- That staff will demonstrate a willingness to strive for continuous improvements.
- That staff will be open, honest and non-defensive when their work is being discussed.
- To be able to withdraw the member of staff from a particular piece of work, or to terminate that piece of work if there are reasons for doing so and this will be communicated to the member of staff.

Recording supervision meetings

The supervision meeting will be recorded on the Supervision Record Form and should be completed by the manager within 5 working days. Both parties will sign the record and agree the date for the next supervision meeting. A copy of the supervision record will be given to the member of staff.

To ensure that the confidentiality and identity of individual children is maintained within the supervision record no names of the children discussed will be used only initials.

Other useful Early Years Alliance publications

- Employment in Early Years Settings (2007)

Adopted on: 8th February 2013; Updated April 2016

Committee Chairperson: Liz Holland

Safeguarding children

1.15 E-Safety

Policy Statement

Statement of Intent

Our Lady of Lourdes Pre-school has a commitment to keeping children safe and healthy and the e-safety policy operates at all times under the umbrella of the Safeguarding Policy. The e-safety policy is the implementation of the Safeguarding policy in relation to electronic communications of all types.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider environment	4.4 Personal, social & emotional development

Introduction

The internet is now regarded as an essential resource to support teaching and learning. Computer skills are vital to accessing life-long learning and employment.

It is important for children to learn to be e-safe from an early age and the pre-school can play a vital part in starting this process.

In line with other pre-school policies that protect pupils from other dangers, there is a requirement to provide pupils with as safe an Internet environment as possible and a need to begin to teach them to be aware of and respond responsibly to possible risks.

1. Core Principles of Internet Safety

The internet is becoming as commonplace as the telephone or TV and its effective use is an essential life-skill. Unmediated internet access brings with it the possibility of placing children in embarrassing, inappropriate and even dangerous situations.

2. The E-Safety Policy is built on the following core principles:

Guided educational use

Significant educational benefits should result from Internet use including access to information from around the world. Internet use should be carefully planned and targeted within a regulated and managed environment

Risk assessment

We have a duty to ensure that children in the pre-school are not exposed to inappropriate information or materials. We also need to ensure that children know how to ask for help if they come across material that makes them feel uncomfortable.

Responsibility

Internet safety in the pre-school 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 pre-school's responsibility to use technical solutions to limit internet access and to monitor their effectiveness.

3. Why it is important for pre-school children to access the internet?

The internet is an essential element in 21st century life for education, business and social interaction. The pre-school has a duty to provide children with quality internet access as part of their learning experience.

Pre-school internet access will be tailored expressly for educational use and will include appropriate filtering. Pupils will learn appropriate internet use. Staff will guide pupils in online activities that will support their learning journeys.

The internet is also used in the pre-school to support the professional work of staff, to allow effective planning and to enhance the pre-school's management information and business administration systems.

4. How will filtering be managed?

The pre-school committee member responsible for safeguarding will ensure that the appropriate filters are applied to the PCs in the pre-school and to the PCs/laptops in the office.

Staff will monitor the websites being used by the children during pre-school sessions. If staff or pupils discover unsuitable sites have been accessed on the pre-school room PCs, they must be reported to the systems support committee member immediately so that the filters can be reviewed.

The pre-school committee will ensure there is sufficient funding and time made available for training, should a new systems support officer be appointed.

5. Managing Content

Staff are responsible for ensuring that material accessed by children is appropriate and for ensuring that the use of any Internet derived materials by staff or by children complies with copyright law.

The point of contact on the website should be the pre-school address, Pre-school email and telephone number. Staff or children's home information will not be published. Website photographs that include children will be selected carefully and pupils' full names will not be used anywhere on the website, particularly in association with photographs. Written permission from parents or carers for featuring their child on the website is requested when each child starts at the pre-school and parents/carers wishes are followed at all times.

6. Communication

Managing e-mail

Children will not have access to e-mail.

Staff using e-mail will use a pre-school e-mail address. This address must not be used for personal e-mail.

On-line communications and social networking.

The internet provides a number of benefits for staff. However when someone is identified with the setting or discusses their work, they are expected to behave appropriately when on the internet. The principles set out in this section of the policy should always be followed. If in doubt then details should be discussed in the first instance with the Supervisor

Social networking sites allow photographs, videos and comments to be shared with thousands of other users. However it is not appropriate to share work-related information whether written or pictorial in this way. Staff members should respect the privacy and the feelings of others.

Staff are in a professional position and are responsible for the care and education of children. Therefore they must not engage in activities on the internet which might bring the setting or its associated employees into disrepute.

Our use of social networking applications, such as Facebook, has implications for our duty to safeguard children.

The aim of this section of the policy is:

1. That our duty to safeguard children is maintained
2. That the setting is not exposed to legal risk
3. That the reputation of the setting is not adversely affected
4. That our users are able to clearly distinguish where information provided via social networking applications is legitimately representative of the setting
5. That we do not damage our reputation
6. That we recognise our legal responsibilities

To ensure compliance the following should be noted:

1. Sites to be aware of include: Social networking sites (i.e. Facebook, Bebo, Myspace, Chat roulette), blogs (i.e. Blogger), discussion forums (i.e. Mumsnet, Ming), collaborative spaces (i.e. Wetpaint), media sharing services (i.e. YouTube), microblogging (i.e. Twitter)
2. All staff should bear in mind that information they share through social networking applications, even though they are on private spaces, are still subject to copyright, data protection and freedom of information legislation, the safeguarding vulnerable groups act 2006 and other legislation.
3. There will be no mention of the setting, names of staff, committee members or attending children or their families.
4. Staff should not encourage parents as friends on social networking sites.
5. There will be no uploading of photos of staff, or children and their families on any site.
6. Any communications or content published by staff members that causes damage to the setting or any of its employees, children or families may amount to misconduct or gross misconduct and could lead to dismissal.

Mobile technologies

See mobile phone and camera policy

The pre-school laptop remains the property of the pre-school and must be returned if a member of staff leaves the Pre-school or as required.

Any member of staff using their own laptop must adhere to the e-safety policy in all matters relating to the Pre-school.

7. Parents and E-Safety

Parents' attention will be drawn to the pre-school e-safety policy.

8. Handling complaints

Any complaints about the appropriate use of the internet or other technologies will be handled through the complaints procedure.

Adopted on: 18th November 2013

Committee Chairpersons: Ian Jennings and Emma Chambers



1.16 British Values And Prevent Duty Policy

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Democracy or making decisions together (through the prime area of Personal, Social and Emotional Development) - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help. - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law or understanding that rules matter (through the prime area of Personal, Social and Emotional Development) - Practitioners ensure that children understand their own and others' behaviour and its consequence. - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.

Individual liberty or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World) - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning. - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about going to big school.

Mutual respect and tolerance or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World) - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Children should acquire tolerance, appreciation and respect for their own and other cultures. They should also know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions. Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions. Practitioners promote diverse attitudes and challenge stereotypes - for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.

In our setting it is not acceptable to:

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Prevent Duty

Under the Counter-Terrorism and Security Act 2015 we also have a duty "to have due regard to the need to prevent people from being drawn into terrorism". Our pre-school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We take safeguarding very seriously. Therefore to ensure that we adhere to and achieve the Prevent Duty we will:

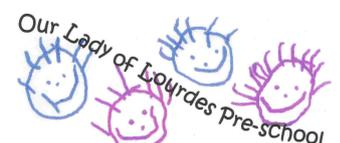
- provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation
- we will build the children's resilience to radicalisation by promoting fundamental British values.
- we actively promote the development of children's personal, social and emotional development and understanding of the world
- we will be aware of the online risk of radicalisation through the use of social media and the internet

As with managing other safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. The key person approach means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality. We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. We will work in partnership with our development officer. We will build up an effective engagement with parents/carers and families. We will assist and advise families who raise concerns with us and be able to signpost them to appropriate support.

The Prevent Duty care policy is part of our wider safeguarding duties in keeping children safe from harm, and this policy reinforces our existing duties by spreading understanding of the prevention of radicalisation.

Adopted on: May 2016

Committee Chairpersons: Claire Lambert and Jo Tyler



Reg No: EY358418

2 Equality of opportunity

2:1 Valuing diversity and promoting equality

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our Lady of Lourdes Pre-school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

Procedures

Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.

- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the DBS. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum

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

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;

- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Legal framework

- The Equality Act 2010
- Disability Discrimination Act (DDA) 2010
- Race Relations Act 2000
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2015

Other useful Early Years Alliance publications

- Embracing Equality (2007)

Adopted on: September 2009; Updated April 2106

Committee Chairpersons: Liz Payne, Sarah Diggins

2.2 Supporting children with special educational needs

Policy statement

Our Lady of Lourdes Pre-school provides an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2015).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEND).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development	2.1 Respecting each other	3.2 Supporting every child	4.1 Play and exploration
1.2 Inclusive practice	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning
1.4 Health and well-being	2.3 Supporting learning 2.4 Key person	3.4 The wider context	4.3 Creativity and critical thinking

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is Esther Fitt-Bishop
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.

- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We access in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Other useful Early Years Alliance publications:

- Special Educational Needs Code of Practice for Early Education Settings (2015)

Adopted on: September 2009; Updated April 2016

Committee Chairpersons: Liz Payne, Sarah Diggines

Equality of opportunity

2.3 Achieving positive behaviour

Reg: No: EY358418

Policy statement

Our Lady of Lourdes Pre-school believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development	2.2 Parents as partners	3.2 Supporting every child	4.4 Personal, social and emotional development
1.2 Inclusive practice	2.3 Supporting learning	3.3 The learning environment	
1.3 Keeping safe			

Procedures

Sarah Smith has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. This may sometimes be shared with co-staff.

- We require the named person to:
 - keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and
 - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.

- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, 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. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

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 for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.

- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.

- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';

- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

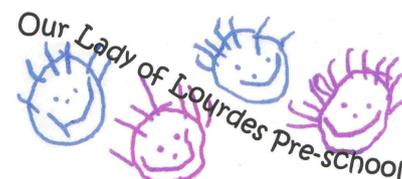
Other useful Early Years Alliance publications

- The Social Child (2007)

Adopted on: September 2009

Committee Chairpersons: Liz Payne, Sarah Diggines

3 Promoting health and hygiene



Reg: No: EY358418

3.1 Animals in the setting

Policy Statement

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 in visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.3 Supporting learning	3.3 The learning environment	4.1 Play and exploration 4.4 Knowledge and understanding of the world

Procedures

Animals visiting the setting

- 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.
- If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

Visits to farms

- Before a visit to a farm a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment which should be viewed.
- The outings procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

Legal framework

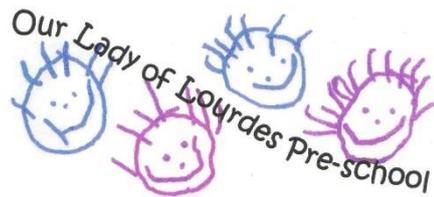
- The Management of Health and Safety at Work Regulations 1999
www.opsi.gov.uk/SI/si1999/19993242.htm

Further guidance

- *Health and Safety Regulation...a short guide* (HSE 2003)
www.hse.gov.uk/pubns/hsc13.pdf

Adopted on: September 2009

Committee Chairpersons: Liz Payne, Sarah Diggines



Promoting health and hygiene

Reg: No: EY358418

3.2 Administering medicines

Policy statement

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 the child's health if not given in the setting. If a child has not had a medication before, especially a baby/child under two, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.

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

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- Only prescribed medication is administered. It must be in-date and prescribed for the current condition.
- NB Children's paracetamol (un-prescribed) is administered only for children under the age of one year with the verbal consent of the parents in the case of a high temperature. This is to prevent febrile convulsion and where a parent or named person is on their way to collect the child.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:

- full name of child and date of birth;
- name of medication and strength;
- who prescribed it;
- dosage to be given in the setting;
- how the medication should be stored and expiry date;
- any possible side effects that may be expected should be noted; and
- signature, printed name of parent and date.

The child's prescribed medication will be handed to the child's key person, where this is not possible medication must be handed to the manager or deputy manager. Colleagues will be informed of this procedure through induction, supported by staff handbooks

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

Storage of medicines

- All medication is stored safely in a locked cupboard or refrigerated. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting. Key persons check that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.

Medicines are stored on an elevated shelf, out of the reach of children, situated in the main office. All medication is clearly labelled with the child's name and dosage. Colleagues are made aware of the situation of children's medication through induction procedures

- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- If rectal diazepam is given another member of staff must be present and co-signs the record book.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

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

- A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.

- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training needs for staff is part of the risk assessment.
- The risk assessment includes vigorous activities and any other nursery activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and the child's GP's advice is sought if necessary where there are concerns.
- A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- The health care plan should include the measures to be taken in an emergency.
- The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

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

Sun policy

- It is our aim to protect the children during the warmer months from the harmful rays of the sun.
- To do this we require written permission (this form is included in the induction pack) from the child's parent/s or legal guardian to apply sunscreen supplied by the pre-school, if children require their own sunscreen because of particular allergies the parent/s or legal guardian will supply a labelled bottle of the sunscreen to be kept safely alongside the first aid box.
- We also recommend that children wear sun hats when the sun is very strong and that children are closely supervised to ensure that there has not been too much exposure.
- Children have access to fresh drinking water to ensure they do not become dehydrated.

Legal framework

- Medicines Act (1968)

Further guidance

- Managing Medicines in Schools and Early Years Settings (DfES 2015)
<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

Other useful Early Years Alliance publications

- Medication Record (2006)
- Register and Outings Record (2006)

Adopted on: September 2009; Updated April 2016

Committee Chairpersons: Liz Payne, Sarah Diggines

Promoting health and hygiene

3.3 Managing children with allergies, or who are sick or infectious

(Including reporting notifiable diseases)

Policy statement

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

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

Procedures for children with allergies

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

Insurance requirements for children with allergies and disabilities

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

At all times the administration of medication must be compliant with the Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given in *Managing Medicines in Schools and Early Years Settings* (DfES 2015)

Oral Medication

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

- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- The group must be provided with clear written instructions on how to administer such medication.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- The group must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.
- Life saving medication & invasive treatments - adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).
- The setting must have:
 - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
 - written consent from the parent or guardian allowing staff to administer medication; and
 - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
- Copies of all three letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal. Confirmation will then be issued in writing confirming that the insurance has been extended.
- Key person for special needs children - children requiring help with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.
- Prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- Key person to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.
- Copies of all letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal. Written confirmation that the insurance has been extended will be issued by return.

If you are unsure about any aspect, contact the Pre-school Learning Alliance Insurance Department on 020 7697 2585 or email membership@pre-school.org.uk.

Procedures for children who are sick or infectious

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

Reporting of 'notifiable diseases'

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

HIV/AIDS/Hepatitis procedure

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

Nits and head lice

- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

Further guidance

- Managing Medicines in Schools and Early Years Settings (DfES 2015)

List of notifiable diseases

Diseases notifiable (to Local Authority Proper Officers) under the Public Health (Infectious Diseases) Regulations 1988:

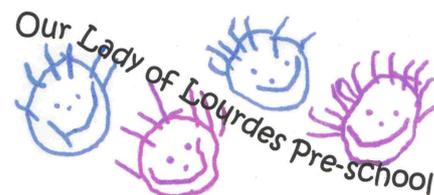
- Acute encephalitis
- Acute poliomyelitis
- Anthrax
- Cholera
- Diphtheria
- Dysentery
- Food poisoning
- Leptospirosis
- Malaria
- Measles
- Meningitis
 - meningococcal*
 - pneumococcal*
 - haemophilus influenzae*
 - viral*
 - other specified*
 - unspecified*
- Meningococcal septicaemia (without meningitis)

- Mumps
- Ophthalmia neonatorum
- Paratyphoid fever
- Plague
- Rabies
- Relapsing fever
- Rubella
- Scarlet fever
- Smallpox
- Tetanus
- Tuberculosis
- Typhoid fever
- Typhus fever
- Viral haemorrhagic fever
- Viral hepatitis
 - Hepatitis A*
 - Hepatitis B*
 - Hepatitis C*
 - other*
- Whooping cough
- Yellow fever

Adopted on: September 2009; Updated April 2016

Committee Chairpersons: Liz Payne, Sarah Diggines

Promoting health and hygiene



Reg No: EY358418

3.4 Nappy changing

Policy statement

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

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

Procedures

- Key persons have a list of personalised changing times for the young children in their care who are in nappies or 'pull-ups'.
- Young children from two years should wear 'pull ups' or other types of trainer pants as soon as they are comfortable with this and their parents agree.
- Key persons undertake changing young children in their key groups; back up key persons change them if the key person is absent.
- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
- Each young child has their own basket to hand with their nappies or 'pull ups' and changing wipes.
- Gloves and aprons are put on before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- They should be encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Anti-bacterial hand wash liquid or soap should not be used for young children.
- Key persons are gentle when changing; they avoid pulling faces and making negative comment about 'nappy contents'.
- Key persons do not make inappropriate comments about young children's genitals when changing their nappies
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and 'pull ups' are disposed of hygienically. Any soil (faeces) in nappies or pull up is flushed down the toilet and the nappy or pull up is bagged and put in the

bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.

- NB If young children are left in wet or soiled nappies/'pull ups' in the setting this may constitute neglect and will be a disciplinary matter. Settings have a 'duty of care' towards children's personal needs.

Adopted on: September 2009

Committee Chairpersons: Liz Payne, Sarah Diggines

Promoting health and hygiene



3.5 No smoking

Policy statement

We comply with health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no smoking environment - both indoor and outdoor.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.1 Respecting each other	3.2 Supporting every child	

Procedures

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

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations 2006
www.opsi.gov.uk/si/si2006/20063368.htm
- The Smoke-free (Signs) Regulations 2007
www.opsi.gov.uk/si/si2007/20070923.htm

Adopted on: September 2009

Committee Chairpersons: Liz Payne, Sarah Diggins

3.6 Food and drink

Policy statement

Our Lady of Lourdes Pre-school regards snack and lunch times as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating using resources and materials from the Early Years Alliance campaign *Feeding Young Imaginations*. At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Personal, social and emotional development

Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies. (See the Managing Children with Allergies policy.)
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We plan menus in advance, involving children and parents in the planning.
- We display the menus of meals/snacks for the information of parents.
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from the four main food groups:
 - meat, fish and protein alternatives;
 - dairy foods;
 - grains, cereals and starch vegetables; and
 - fruit and vegetables.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their

parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.

- We provide a vegetarian alternative on days when meat or fish are offered and make every effort to ensure Halal meat or Kosher food is available for children who require it.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- We inform parents who provide food for their children about the storage facilities available in the setting.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For children who drink milk, we provide semi-skimmed pasteurised milk.

Packed lunches

We

- ensure perishable contents of packed lunches are refrigerated or contain an ice pack to keep food cool;
- inform parents of our policy on healthy eating;
- encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt or crème fraîche where we can only provide cold food from home. We discourage sweet drinks and can provide children with water or diluted fresh fruit juice;
- discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- provide children, bringing packed lunches, with plates, cups and cutlery; if they are required
- ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.

Legal Framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance

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

Other Early Years Alliance publications:

Nutritional Guidance for the Under Fives

Adopted on: September 2009

Committee Chairpersons: Liz Payne, Sarah Diggins

3.7 Lunch Club

Policy statement

This policy follows the same principles as our overall food and drink policy. We aim to educate our children with the skills, knowledge and understanding to enable them to make informed healthy lifestyle choices. To do that effectively we need to work with parents and we expect parents to work in partnership with us in securing the best for every child.

We aim to support parents in securing their children's health and equip them for independent living in the future when they will make their own choices about healthy lifestyles.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners	3.2 Supporting every child 3.4 The wider context	4.4 Personal, social and emotional development

Procedures

Preparation

- Session "tidying up" practitioners to ensure clean tables and seating are available for the all lunch club children by 11.44am (this usually means 2x3 or 3x2 tables prepared with seats).
- Children joining the lunch club who have not attended the morning session to be admitted into setting at 11.45am and go straight to washing hands.
- Lunch club children who have attended the morning session to wash their hands under supervision at 11.40am and then to get their lunch boxes from the lunch trolley which is placed in a central location.
- Lunch club practitioners will wash their hands before or with the children as duties/time allow.
- All children to be sitting and eating (or ready to eat) at 11.45am when pick-up for the other children begins.
- Lunch club practitioners to support getting remaining children ready to leave when otherwise not needed.

Eating

Practitioners will aid and supervise the children eating a **healthy and balanced** diet. This includes:

- Children being given the choice of the order in which they eat their lunch items, except "treats" or sweet desserts which should only be eaten after they have eaten a "reasonable amount" of their healthy food. Sensitivity to the individual needs to the child must be taken into consideration.
- Children to be given the choice to eat all food items, except "treats" or sweet desserts, at the same time (e.g. cereal bars may be eaten with sandwiches/vegetables/fruit/yoghurt as long as the children understand they must eat a **healthy and balanced** diet).

- If a child, given choices, has a history of unhealthy eating practitioners will use their knowledge of the child to ensure he/she has access to enough food to provide a **healthy and balanced** diet
- If a child has too many choices that bewilder, or too much food to eat in one setting, practitioners will ensure that the child eats a **healthy and balanced** diet and advise parents of the situation.

Children who need extra time to finish their food will be allowed the time to do so without affecting the afternoon session.

Waste

- A bin is located close to the lunch tables to enable the children to access it.
- Children should be discouraged from leaving the table regularly to dispose of waste.
- Food opened but not eaten by children will be put back in their lunch boxes unless doing so will cause undue mess. Opened messy items will be thrown away and a note giving details placed in the children's lunch box.

Activities and setting up

- Children who have finished eating will not have access to the dressing up clothes or computer during lunch club as these activities tend to distract those children still eating.
- Children in lunch club will not gain undue access or "rights" to any resources over those entering the afternoon session due to their attending lunch club. If a child gains access to a resource by being in lunch club the usual sharing code will be applied.
- Children will have supervised/restricted access to the resources near the children who are still eating so as to ensure those eating are not unduly disturbed.

Pre-session preparation

- Each practitioner in charge of a table will ensure their table and the surrounding floor are clean for the afternoon session.
- All food/spillages will be cleared by 12.15pm by practitioners so that the floor is as clean as can be reasonably practicable.
- Staff will ensure that planned activities are set up between 12.10pm and 12.15pm to allow the arriving children to have access to a holistic learning environment, allowing for the activities chosen by the children in lunch club.
- Lunch club practitioners will ensure that lunching practitioners have enough warning to facilitate them finishing their lunch and being in setting at 12.15pm to welcome the afternoon session children and parents on time.

Food and drink guidelines

A healthy lunch box does not mean giving up a balanced and enjoyable meal when portion sizes suit the needs of the child

Packed lunches should include;

- At least one portion of fruit and one portion of vegetables e.g. carrot sticks, cucumber, small apple or orange, banana, dried fruit, mini tomatoes, mango cubes.
- Meat, fish or other source of non-dairy protein e.g. chicken, turkey, ham, beef, pork, tuna, lentils, kidney beans, chickpeas, peanut butter and falafel.
- A starchy food e.g. bread, pasta or rice, crackers, rice cakes, oat cakes, pitta bread, tortilla wraps.
- Dairy food e.g. milk, cheese, yoghurt or fromage frais.
- A drink of either water, fruit juice, milk, yoghurt drink or smoothie.

Alternative suggestions to snacks such as crisps include;

- Savoury crackers or breadsticks served with a dip
- Vegetables and fruit
- Cereal bars (must be totally nut free)
- Dried fruit

Alternative suggestions to snacks such as chocolate bars include;

- Sugar free jellies with fruit.
- 1 small cake or biscuit
- Fruit, vegetables.

High fat meat products such as sausage rolls, individual pies, corned meat and sausages should only be included occasionally.

Special diets and allergies.

Pre-school recognises that some pupils may require special diets that do not allow for the standards to be met exactly. In this case parents are to be responsible for ensuring that packed lunches are as healthy as possible. For this reason children are also not permitted to swap food items.

Children who have special dietary requirements should make this clear to the pre-school when returning induction forms. (supplied to parents to fill in before a child attends the setting)

Managing lunch boxes in warmer weather

- As the pre-school are unable to refrigerate the children's lunchboxes during the warmer weather it is recommended that parents use cool packs inside the lunch boxes to keep the food fresh.

Related documents

- Food and hygiene policy
- Food and drink policy
- Managing children with allergies, or who are sick or infectious policy

Further guidance

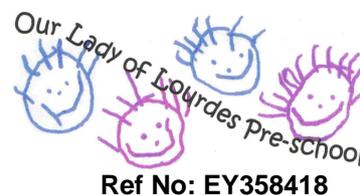
- *Healthy Lunchboxes*
<http://www.growingkids.co.uk/HealthyLunchboxes.html>
- *Eatwell*
<http://www.eatwell.gov.uk/>
- *FSA – Tips for a healthy lunchbox*
<http://www.eatwell.gov.uk/agesandstages/children/lunchboxsect/lunchboxtips/>

Other useful Early Years Alliance publications:

- Nutritional Guidance for the Under Fives

Adopted on: 24th January 2011 Committee Chairpersons : Tia Schofield, Nikki Nichols

Promoting health and hygiene



3.8 First aid

Policy statement

In Our Lady of Lourdes Pre-school staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	

Procedures

The First Aid Kit

Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 and contains the following items only:

- Triangular bandages size 90x90x12cm x 2
- Sterile dressings:
 - a) Medium HypaCover size 12x12cm x 3
 - b) Large HypaCover size 18x18cm x 1
 - c) Eye dressing HypaCover size 10x8cm x 1
 - d) Burn Stop 100 sterile gel-soaked burn dressing size 10x10cm x 1
- Composite pack containing assorted individually wrapped plasters
- HypaClens sterile eyewash pod 20m x 4
- HypaBand conforming bandage size 7.5cmx4m x 1
- HypaCover self seal finger dressing size 3.5x3.5cm x 1

In addition to the first aid equipment, the box contains:

- HypaGuard face shield
- HypaClean sterile moist wipes – alcohol free x 5
- HypaTouch nitrile gloves x 5
 - Safety pins x 10
 - 2 plastic disposable aprons
 - 2 plastic disposable bags
 - Children's forehead strip thermometer x 2
 - Scissors x 1
 - Guidance leaflet
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- No un-prescribed medication is given to children, parents or staff.

- At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Legal framework

- Health and Safety (First Aid) Regulations (1981)

Further guidance

- First Aid at Work: Your questions answered (HSE 1997)
www.hse.gov.uk/pubns/indg214.pdf
- Basic Advice on First Aid at Work (HSE 2006)
www.hse.gov.uk/pubns/indg347.pdf
Guidance on First Aid for Schools (DfEE)
www.teachernet.gov.uk/_doc/4421/GFAS.pdf

Other useful Early Years Alliance publications

Medication Record (2006)

Adopted on: September 2009; Updated April 2016

Committee Chairpersons: Liz Payne, Sarah Diggines

3.9 Nut Free Policy statement

Our Lady of Lourdes Pre-school aims to practise a nut free policy although we recognise that this cannot be guaranteed. This policy serves to set out all measures to reduce the risk to those children and adults who may suffer an anaphylactic reaction if exposed to nuts to which they are sensitive. The pre-school aims to protect children who have allergies to nuts yet also help them, as they grow up, to take responsibility as to what foods they can eat and to be aware of where they may be put at risk.

Yearly our new intake are made aware that we do not allow nuts or nut products within our setting for snack, lunch boxes or party cake or seasonal treats. Our Nut Free Zone logo is sited on our newsletter, website and within pre-school.

EYFS key themes and commitments

A Unique Child	Poitive Relationships	Enabling Environments	Learning and Development
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Playing and Exploring Engagement	Active Learning Motivation	Creating and Thinking Critically - Thinking
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Definition

Anaphylaxis (also known as anaphylactic shock) is an allergic condition that can be severe and potentially fatal.

Anaphylaxis is your body's immune system reacting badly to a substance (an allergen), such as food, which it wrongly perceives as a threat. The whole body can be affected, usually within minutes of contact with an allergen, though sometimes the reaction can happen hours later.

Staff

The onus falls on all staff to read and follow this policy both in school and when out on trips and outings. Staff and volunteers must ensure they do not bring in or consume nut products within pre-school and ensure they follow good hand washing practice.

Caution must be taken at certain times of year such as Easter and Christmas. If staff distribute confectionery care must be taken to ensure that no nuts are included in the product. Fruit sweets such as Haribo are a better alternative. Particular products that are a cause for concern are: - Celebrations – Roses – Heroes - Quality Street

All product packaging must be checked for warnings directed at nut allergy sufferers and if the following or similar are displayed, the product must not be used in school without supervision of staff and supervised hand washing:

- Not suitable for nut allergy suffers
- This product contains nuts
- This product may contain traces of nuts

All staff members are trained to administer an epipen. There will always be a member of the team on duty to carry this out , if required.

Parents

Must notify staff of any known or suspected allergy to nuts and provide all needed information detailed on their child's individual healthcare plan.

Parents must not bring in any food or treats (such as for birthdays) unless they have checked the ingredients carefully, likewise for snack and lunch box choices. Homemade snack or party food contributions must have a label detailing all ingredients present and the kitchen environment where the food was prepared must be nut free. If you're unsure about a selection please speak to a staff member before bringing in the food item into pre-school.

Packaging must be checked for:

- Not suitable for nut allergy sufferers
- This product contains nuts
- This product may contain traces of nuts.

indicating this is unsuitable for pre-school consumption.

Lunch box items containing nuts or nut products will be removed by staff and replaced with other snack items.

Children

All children are regularly reminded about the good hygiene practice of washing hands before and after eating which helps to reduce the risk of secondary contamination. Likewise children are reminded and carefully supervised to minimise the act of food sharing with their friends.

Health Plans and Emergency Response

We have individual healthcare plans for children with allergies and allergy lists are displayed highlighting healthcare plans in place, triggers and medication (medication will be stored, administered and documented in accordance with our Administering Medicine Policy). In addition quick reference emergency cards are located near our First Aid box which contains information on the allergy list and emergency contact details for that child.

Staff and parents are made aware of this policy and the symptoms associated with anaphylaxis.

Symptoms

The symptoms of anaphylaxis usually start between 3 and 60 minutes after contact with the allergen. Less commonly, they can occur a few hours or even days after contact.

An anaphylactic reaction may lead to feeling unwell or dizzy or may cause fainting due to a sudden drop in blood pressure. Narrowing of the airways can also occur at the same time, with or without the drop in blood pressure. This can cause breathing difficulties and wheezing.

Other symptoms:

- swollen eyes, lips, genitals, hands, feet and other areas (this is called angioedema)
- a strange metallic taste in the mouth
- sore, red, itchy eyes
- changes in heart rate
- a sudden feeling of extreme anxiety or apprehension
- itchy skin or nettle-rash (hives)
- unconsciousness due to very low blood pressure
- abdominal cramps, vomiting or diarrhoea, or nausea and fever

Anaphylaxis varies in severity. Sometimes it causes only mild itchiness and swelling, but in some people, it can cause sudden death. Anaphylaxis can lead to death if breathing becomes severely obstructed or if blood pressure becomes extremely low (known as shock). If symptoms start soon after contact with the allergen and rapidly get worse, this indicates that the reaction is more severe.

Legal framework

- The Human Medicines Regulations (2012)

Further guidance

- Managing Medicines in Schools and Early Years Settings (DfES 2005)

Other useful Early Years Alliance publications

- Medication Record (2010)
- Daily Register and Outings Record (2012)

This policy was reviewed and adopted at a meeting of the pre-school chairman and the pre-school manager held on 6 October 2017.

4 Employment

4.1 Recruitment and employment policy

Policy Statement

We work towards an equal opportunities policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social, ethnic and cultural groups. Our aims are to ensure that no individual receives unfavourable treatment on the grounds of age, religion/belief, marital status, disability, race or ethnic origin, sexual orientation, gender identity/expression or caring responsibilities and to employ the most suitable person based on their skills and competencies for any vacancy that arises. We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.4 Key person	3.4 The wider context	

Procedures:

Ratios

- To meet this aim we use the following ratios of adult to children:
 - children aged two years of age: 1 adult : 4 children; and
 - children aged three to seven years of age: 1 adult : 8 children.
- A minimum of two staff/adults are on duty at any one time.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Specific Objectives / Statements and Procedures

- Applications will be considered by the interview panel who will draw up a first stage short-list and invite those applicants for interview.
- Unsuccessful applicants will be informed via email. Explanations for non-employment will be given only if requested in writing.
- Second stage short-listed applicants are invited to complete a shadow session at pre-school and attend an interview with the manager and the deputy manager of the pre-school
- Employment history, medical suitability and qualifications will be discussed at interview.
- Job offers will be made subject to at least two satisfactory references being received.
- DBS checks will always be obtained before a prospective employee is left in a position of responsibility.
- New employees will be provided with job descriptions, confidentiality agreements and contracts that reflect the current nature of the post
- The safety and well-being of the children and adults at the pre-school is paramount and careful consideration would be given to employing ex-offenders/rehabilitated offenders.

- All new positions are subject to a six month probationary period
- We have an induction procedure for all new staff, which includes going through an induction checklist, policies, procedures and contracts prior to starting date. Regular meetings are held throughout the probationary period, with any training / supervision requirements addressed at this stage
- All staff are made aware of our Disciplinary / Grievance and Equal Opportunity Policies.
- All documentation with regards to staff members will be stored in a locked cabinet and only accessed by the pre-school manager or administrator
- Wages will be reviewed annually by pre-school committee
- Having successfully completed their probationary period, all staff are required to give four weeks' notice of termination of their employment during term time in writing, and are asked to attend an exit interview with the manager

Policy monitoring and evaluation information

This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the chairman of the committee and the manager, unless new legislation or an incident occurs which requires an immediate review of the policy.

Staff capability

When working directly with children, practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. Practitioners taking medication which they believe may affect their ability to care for children should seek medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children.

Changes to staff

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

Training and staff development

- The pre-school manager holds an Honours Degree in Early Years Education, the deputy and the majority of our colleagues hold a Level 3 Diploma in Pre-school Practice or an equivalent qualification
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Early Years Alliance, Southend Borough Council and external agencies.
- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Managing staff absences and contingency plans for emergencies

- In term time only settings, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
- In all year round settings, managers organise staff annual leave so that ratios are not compromised.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.
- We have contingency plans to cover staff absences, as follows:

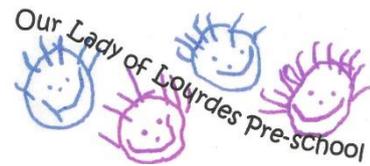
As colleagues work on a part-time basis, the workforce cover absences

Other useful Early Years Alliance publications

- Employment in Early Years Settings (2007)

Adopted on: September 2009; April 2016

Committee Chairpersons: Liz Payne, Sarah Diggines



Employment

Ref No: EY358418

4.2 Induction of staff, volunteers and managers

Policy Statement

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.4 Key person	3.2 Supporting every child	

Procedures

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all staff and volunteers, including management committee members.
 - Familiarising with the building, health and safety and fire procedures.
 - Ensuring our policies and procedures have been read and are carried out.
 - Introduction to parents, especially parents of allocated key children where appropriate.
 - Familiarising them with confidential information where applicable in relation to any key children.
 - Details of the tasks and daily routines to be completed.
- The induction period lasts two weeks. The manager inducts new staff and volunteers. The chairperson or senior manager inducts new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period

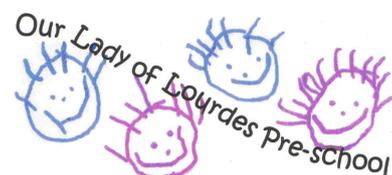
Other useful Early Years Alliance publications

- Employment in Early Years Settings (2007)

Adopted on: September 2009

Committee Chairpersons: Liz Payne, Sarah Diggins

Employment



Ref: No: EY358418

4.3 Student placements

Policy Statement

Our Lady of Lourdes Pre-school recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

We aim to provide for students on placement with us experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.2 Parents as partners	3.4 The wider context	

Procedures

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

Adopted on: September 2009; Updated April 2016

Committee Chairpersons: Liz Payne, Sarah Diggins

Employment

4.4 Staff Behaviour

Background and principles

The purpose of this policy is to provide a code of conduct framework for safe professional practice and effective partnerships between staff, leaders and parents/carers.

The code of conduct applies to all practitioners, support staff, volunteers, visiting staff and locums working with pupils on and off site and requires that these adults will:

- Place the welfare of the children as their first and paramount consideration
- Accept responsibility for their own actions and behaviour and avoid any conduct that might lead any reasonable person to question their motivation and intentions
- Work in an open and transparent way
- Make a record of any incident and promptly consult their line manager
- Apply the same professional standards, regardless of gender, race or sexual orientation
- Be aware of the name of the designated person with responsibility for safeguarding pupils and understand their responsibilities under the safeguarding/child protection policy
- Understand that any breaches in the law or professional expectations might lead to criminal or disciplinary actions and barring
- Understand their responsibilities to report the unprofessional conduct of other adults working in or on behalf of the pre-school

Confidentiality

Staff must not use confidential or sensitive information about a child or their family for their own benefit or to humiliate or embarrass a child.

Confidential information about children or the setting should not be shared casually. Information that might suggest a child is in need or at risk of significant harm must be shared with the designated person in accordance with the safeguarding/child protection procedure.

Behaviour

Staff have a responsibility to maintain public confidence and must uphold high standards of personal conduct to do so – both within and outside of their work setting. Staff must not do or say anything that might bring the setting or the governing body into disrepute.

Gifts

Whilst there may be occasions when parents or children may wish to give a small token of appreciation to staff at religious festivities or the end of term, it is unacceptable to receive gifts on a regular basis.

Personal gifts should not be given by staff to children and any reward to a child should be consistent with the pre-school's behaviour policy, recorded and not based upon favouritism.

If unsure of whether to accept a gift, please refer to the manager.

Infatuations

It is not unusual for older children, or, sometimes, their parents, to develop infatuations or 'crushes' towards trusted staff. All such situations must be responded to sensitively to maintain the dignity of those concerned and any indications that this might be happening should be reported to the manager.

Social contact

Staff should not establish or seek to establish any social contact with children or their parents/carers.

Unplanned or other social contact that happens outside of pre-school should be reported to the manager.

Staff should not give their personal telephone number or email address to children or their parents.

No member of staff will enter into extra childcare arrangements with parents

Staff should notify their line manager of any existing or previous family or social relationship with a child or their parents/carers.

Physical contact

When physical contact is made with children, it should be in response to their needs at that time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.

Physical contact should never be secretive, for the gratification of the adult or represent a misuse of authority.

Extra caution should be exercised where a child is known to have suffered previous abuse or neglect. Such experiences may sometimes make a child exceptionally needy and demanding of physical contact and staff should respond sensitively by deterring the child through helping them to understand the importance of personal boundaries.

Any extreme attention-seeking or behaviour by children that makes staff feel uncomfortable should be reported to the line manager.

Children are entitled to respect and privacy whilst they are changing.

Children in distress

On those occasions when a child may be in distress and in need of comfort and reassurance, staff should ensure they remain self-aware at all times and that their contact with the child is not open to misunderstanding.

Such incidents must always be recorded and shared with the line manager.

Care, control and physical intervention

The pre-school is committed to the use of positive behaviour management and staff will not use any form of physical punishment, threats, sarcasm or demeaning comments to deal with unacceptable behaviour.

When children need to be restrained for their own protection or the protection of others, this must only be undertaken in accordance with the training and policy sanctioned by the deputy manager, the manager and the committee

Any such incidents and physical interventions will be recorded and reported to parents/carers.

One to one situations

Staff working individually with children should recognise the potential vulnerability of children and adults in such situations and ensure they manage these situations with regard for the safety of both the child and themselves.

Individual work with children should not be undertaken in isolated areas or rooms where there is no external visual access. Where it is necessary to close doors for reasons of confidentiality, a colleague should be made aware of this and asked to remain vigilant.

In general, staff will not be expected to transport or accompany children off-site on their own.

All first aid will be administered only by suitable trained and accredited staff except in an emergency where the illness or injury is such that to delay assistance might cause harm to the child.

Children who require any form of intimate care are entitled to privacy, dignity and safety. Children with on-going health problems will be treated in accordance with any medical plan that has been agreed with the parent and the health authority and only by those who have been authorised to do so by the manager

Lone members of staff will not be placed in a position where they are expected to provide any form of intimate care without the safeguard of having a colleague in the same room or area.

Photography, videos and other creative arts

Whilst photographic and video images can play a valuable role within the curriculum, after school activities and to celebrate achievement, there is potential for such images and opportunities to be misused by adults with ulterior motives

Staff should be sensitive to the needs of children who may have been abused in this way or who appear uncomfortable when asked to participate in photography or filming. Staff should be able to give account of the rationale behind any images of children that are in their possession. They should be stored securely and only used by those authorised to do so.

Permission from children's parents/carers for the use of images of children for publicity purposes is usually given through the registration form. Staff must, however, ensure that each parent agrees to photographic images being taken. For most uses, names of children must not be published.

Internet use

Staff should follow the pre-school's policy on the use of computer equipment and should under no circumstances access, or allow children to access, inappropriate material or images.

If children are found to have accessed such images, this should be reported to the manager.

Adopted January 2017

Committee chairpersons: Claire Lambert, Leila Araklifi

5.0 Health and safety

5.1 Risk assessment

Policy statement

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

The basis of this policy is risk assessment. Early Years Alliance risk assessment processes follow five steps as follows:

- Identification of risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, cooks, cleaners etc?
- Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

Procedures

- Our risk assessment process covers adults and children and includes:
 - checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
 - assessing the level of risk and who might be affected;
 - deciding which areas need attention; and
 - developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- Where more than five staff and volunteers are employed the risk assessment is written and is reviewed regularly.
- We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

Legal framework

- Management of Health and Safety at Work Regulations 1992

Further guidance

- Five Steps to Risk Assessment (HSE 2006)
www.hse.gov.uk/pubns/indg163.pdf

Other useful Early Years Alliance publications

- Risk Management in Early Years Settings (2007)

Adopted on: September 2009

Committee Chairpersons: Liz Payne, Sarah Diggines



5.2 Health and safety general standards

Policy statement

This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our nominated member of staff responsible for health and safety is Esther Fitt-Bishop.
- She is competent to carry out these responsibilities.
- She has undertaken health and safety training and regularly updates his/her knowledge and understanding.
- We display the necessary health and safety poster in the main setting

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in the main setting

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being		3.3 The learning environment	

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.

- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers.

Windows

- Low level windows are made from materials that prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- Windows above the ground floor are secured so that children cannot climb through them.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.

Floors

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- Storage heaters are checked daily to make sure they are not covered.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Our pool/pond is securely covered or otherwise guarded.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.

Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes play room(s), kitchen, rest area, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.

- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; and
 - ensuring individual use of flannels and towels.

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the manager and the chairperson or owner
- An inventory of equipment is kept for insurance purposes

Legal Framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations 1992
- Electricity at Work Regulations 1989
- Control of Substances Hazardous to Health Regulations(COSHH) (2002)
- Manual Handling Operations Regulations 1992 (as amended)
- Health and Safety (Display Screen Equipment) Regulations 1992

Further guidance

- *Health and Safety Law: What you Should Know (HSE 1999)*
www.hse.gov.uk/pubns/law.pdf
- *Health and Safety Regulation...a Short Guide (HSE 2003)*
www.hse.gov.uk/pubns/hsc13.pdf
- *Electrical Safety and You (HSE 1998)*
www.hse.gov.uk/pubns/indg231.pdf
- *COSHH: A Brief Guide to the Regulations (HSE 2005)*
www.hse.gov.uk/pubns/indg136.pdf

- Manual Handling – Frequently Asked Questions (HSE)
www.hse.gov.uk/contact/faqs/manualhandling.htm

Adopted on: September 2009

Committee Chairpersons: Liz Payne, Sarah Diggines

5.3 Fire safety and emergency evacuation

Policy Statement

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

Procedures

- The basis of fire safety is risk assessment. These are carried out by a 'competent person'.
- The competent person has received training in fire safety sufficient to be competent to carry out risk assessment; this will be written where there are more than five staff. This will follow the guidance as set out in the *Fire Safety Risk Assessment – Educational Premises* document.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and
 - practised regularly at least once every six weeks.
- Records are kept of fire drills and the servicing of fire safety equipment.

Evacuation of the premises procedure

In the event of an emergency which requires evacuation of the premises, the following procedure will be put into action:

1. If any one person identifies an emergency that poses a danger to those present on Our Lady of Lourdes Pre-school premises then an alarm shall be raised to alert colleagues, children and visitors. This alarm may be in the form of the heat or smoke detectors being activated or by a voice calling 'emergency evacuation'.
2. All colleagues are alerted to the danger and communicate this danger to the children if they have not already been alerted by the activation of a heat or smoke detector.
3. The fire marshal or the manager (if the fire marshal is not present) leads the evacuation by instructing 1 colleague to alert persons in private areas such as

- offices and kitchen who may be unaware of the danger and to check both adult and children's toilets.
4. The fire marshall or manager accesses the register and the mobile phone (situated on office administrator's desk).
 5. All persons inside and outside are ushered to the safest emergency exit and leave in a calm and orderly fashion to the assembly point (friendship wall at the primary school).
 6. Once at this point a register is taken to ascertain that everyone is present.
 7. If anyone is missing the fire marshal or the manager will return to the building only if it is deemed safe to do so to make a second check.
 8. Only persons trained to use fire extinguishers should do so and only where an exit is blocked because of fire or where a child or colleague may be trapped.
 9. The emergency services are called from the mobile phone.
 10. A colleague makes contact with Our Lady of Lourdes Primary School to alert them of the situation and to establish a safe classroom or space to take the children and colleagues.
 11. An encrypted memory stick containing the children's emergency contact details is collected from school office and the parents/ carers are alerted to the situation and are instructed to collect their children.

Wrap around care

If an emergency evacuation is necessary when it is dark 2 working torches will be available by the main entrances (1 at each exit) to support the safe evacuation of children and colleagues.

Emergency evacuation drills must be implemented once every half term and the details of the evacuation written up in the fire drill log.

The fire drill record must contain:

- Date and time of the drill.
- How long it took.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

Legal framework

- Regulatory Reform (Fire Safety) Order 2005
www.opsi.gov.uk/si/si2005/20051541.htm

Further guidance

- *Fire Safety Risk Assessment - Educational Premises* (HMG 2006)
www.communities.gov.uk/publications/fire/firesafetyrisk6

Adopted on: September 2009; Updated April 2016

Committee Chairpersons: Liz Payne, Sarah Diggins

5.4 Recording and reporting of accidents and incidents

(Including procedure for reporting to HSE, RIDDOR)

Policy Statement

Our Lady of Lourdes Pre-school follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are NOT regarded as incidents and there are separate procedures for this.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.4 The wider context	

Procedures

Our accident book:

- is kept safely and accessibly;
- is accessible to all staff and volunteers, who know how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.

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.

Dealing with incidents

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

- any accident to a member of staff requiring treatment by a general practitioner or hospital; and
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our incident book. See below.

Information for reporting the incident to Health and Safety Officer is detailed in the Pre-school Learning Alliance's *Accident Record* publication.

Our incident book

- We have ready access to telephone numbers for emergency services, including local police. Where we are responsible for the premises we have contact numbers for gas and electricity emergency services, carpenter and plumber. Where we rent premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.
- These incidents include:
 - break in, burglary, theft of personal or the setting's property;
 - an intruder gaining unauthorised access to the premises;
 - fire, flood, gas leak or electrical failure;
 - attack on member of staff or parent on the premises or nearby;
 - any racist incident involving staff or family on the centre's premises;
 - death of a child, and
 - a terrorist attack, or threat of one.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.
- In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
- In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, or any other means involving an older child, the emergency services are called, and the advice of these services are followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Legal framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995)

Further guidance

- RIDDOR Guidance and Reporting Form
www.hse.gov.uk/riddor/index.htm

Other useful Early Years Alliance publications

- Accident Record (2008)

Adopted on: September 2009

Committee Chairpersons: Liz Payne, Sarah Diggins

5.5 Food hygiene

(Including procedure for reporting food poisoning)

Policy statement

At Our Lady of Lourdes Pre-school we provide and serve snacks for children. Packed lunches are provided by parent/ carers and served on the premises.

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

Procedures

- The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. This is set out in *Safer Food Better Business*. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- All staff follow the guidelines of *Safer Food Better Business*.
- At least one person has an in-date Food Hygiene Certificate.
- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See *Safer Food Better Business*.)
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches are stored in a cool place; parents/ carers are advised about using cool packs in warm weather
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
 - are supervised at all times
 - understand the importance of hand washing and simple hygiene rules
 - are kept away from hot surfaces and hot water
 - do not have unsupervised access to electrical equipment such as blenders etc.

Reporting of food poisoning

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.

Legal Framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance

- *Safer Food Better Business* (Food Standards Agency)
www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/sfbbcatere
rs

Adopted on: September 2009; Updated April 2016
Committee Chairpersons: Liz Payne, Sarah Diggines

Administration

6.1 Admissions

Policy Statement

Statement of Intent

We aim to make the setting accessible to children and families from all sections of the local community through open, fair and clearly communicated procedures.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.4 The wider environment	

Criteria for admissions

Due to the increase in applications, and in an effort to include a broader age band in our yearly intakes, our new admissions policy (from October 2018) is as follows:

- We have one intake every year in September. Places will be offered first to the children who have been on the waiting list longest, as long as they are aged 2 or over on or before 31 August
- Applications must be made online only via the application form on our website.
- An email will be sent acknowledging receipt and confirming date of application
- Two spaces will be reserved every September for children with additional needs

Sessions

Places are offered for a minimum of three sessions per week.

The minimum number of sessions set in the admissions criteria is judged by the pre-school to provide the degree of continuity and consistency of care necessary to enable children to settle and develop well and hence to be in the best interests of the children. The pre-school committee reserves the right to withdraw the offer of a place (whether before or after the child has started to attend the pre-school) unless the minimum number of sessions is attended.

Session times

Morning: 8.45-11.45am; lunch club: 11.45am-12.15pm; afternoon: 12.15-3.15pm

We are open term time only (38 weeks per year).

Attendance

We are required to monitor your child's attendance and inform the Local Authority if the attendance falls below 90%. Please inform us of any reason your child is unable to attend. You must ensure your child attends for the number of free hours you have requested and will inform us of the reason for any absences. We are entitled to terminate this agreement if your child does not attend regularly and you do not inform us of the reason for absence.

Funding for 3 and 4 year olds

Children are entitled to 15 hours (5 sessions) of universal funding which are provided for 38 weeks in each financial year. Funding commences at the start of the term **after their third birthday** and will continue for the duration of their pre-school education.

However, parents may be eligible for a further 15 hours extended funding (30 hour funding) if certain criteria apply. For more details, please go to www.childcarechoices.gov.uk. A strict time limit applies to be able to register for this service. If you do not apply for extended hours by the deadlines below we will not be able to offer extended free hours until the next funding period.

The cut off dates to apply for extended funding are:

Autumn period 31 August

Spring period 31 December

Summer period 31 March

We offer a number of 30 hour funding places on a **strictly first come, first served basis**. **We cannot guarantee availability**. If you are offered a 30 hour funding place at our pre-school, we will need to know your eligibility code plus your NI number and see your child's birth certificate in order to verify eligibility. Codes are only valid for three months. This code must therefore be revalidated using the same deadlines listed above. It is the parents' responsibility to ensure they have an up-to-date code for the pre-school to verify. The pre-school will invoice parents for any fees (over and above the universal funding of 15 hours) not covered by the council because of non-eligibility or change in circumstances.

Funding for 2 year olds

If you think you may be eligible for 2 year old funding, please go to www.childcarechoices.gov.uk to check your eligibility.

Please note: breakfast club (£6.50), lunch club (£3.50) and after school club (£12.00) are NOT covered by funding and must be paid for by the parent. We provide a morning and afternoon snack free of charge but a packed lunch must be provided by the parents if a child attends lunch club.

Parent declaration form

Parents will be required to fully complete a parent declaration form before the start of every term, which we must also sign, in order for you to claim any funding.

If parents are splitting their entitlement they must inform us how the funding will be split between the two providers so that we know who will claim universal and who will claim extended funding. There is provision for this on the parent declaration form.

If parents wish to increase the number of funded hours their child is accessing after the headcount date, we will charge for these additional sessions. The parent will be able to claim for any increased hours from the start of the next funding period, provided they meet all entitlement criteria.

This policy was reviewed and adopted at a meeting of the pre-school chairman and the pre-school manager held on 29 October 2018.

Procedures

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We 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 will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.
- We describe our setting and its practices in terms that make it clear that it welcomes all families and carers.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion and ethnicity or from English being a newly acquired additional language.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We make our Equal Opportunities Policy widely known.
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family need.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.

Additional information:

2 year old funding provides up to 15 hours free childcare for the most vulnerable children in the Borough. For eligibility criteria please access www.childcarechoices.gov.uk

3 and 4 year old age criteria:

If your child's birthday falls between:-

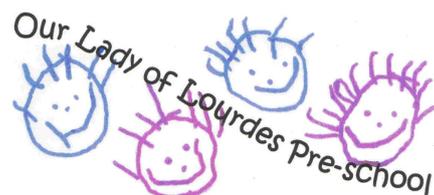
1 April – 31 August funding starts in the autumn period from September.

1 September – 31 December funding starts in the spring period from January

1 January – 31 March funding starts in the summer period from April.

Adopted on: January 2011; Updated April 2016; Admissions updated October 2018

Committee Chairpersons: Tia Schofield and Nikki Nichols



**6.2 Settling in and the role of the key person
EYFS key themes and commitments**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping Safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

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

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

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

In order to accomplish this, we will:

- Before a child starts the pre-school, we will use a variety of ways to provide his/her parents with information. These include written information (including our Prospectus and Policies), displays about pre-school activities and individual meetings with parents.
- Encourage parents to visit the pre-school with their children during the weeks before an admission is planned.
- We may offer a home visit by two members of staff to ensure all relevant information about the child can be made known
- Introduce flexible admission procedures, if appropriate, to meet the needs of individual families and children.
- Make clear to families from the outset that they will be supported by the pre-school for as long as it takes to settle their child there with a review after 6 weeks if necessary.
- Reassure parents whose children seem to be taking a long time settling into the pre-school.
- Introduce new families into the group on a staggered basis, for example several new children a day for a week rather than ten new children all at once.
- Encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.

- We allocate a key person to each child and his/her family when he/she starts to attend. The key person welcomes and looks after the child and his/her parents at the child's first sessions.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's transition form, to support a smooth start.
- Children cannot play or learn successfully if they are anxious or unhappy. Our settling procedures aim to help parents and their children to feel comfortable in the pre-school, to benefit from what it has to offer and to be confident that their parents will return at the end of the session/day.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for their key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognize that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first 4-6 weeks of starting we discuss and work with the child's parents to start to create their child's learning journey.

Key person role

- We allocate a key person before the child starts. However, if it is found upon starting, that the child develops a closer relationship with another member of staff, then the key worker may be changed.
- Where a home visit is required, this will be done by the setting leader and the key person.
- The key person is responsible for the induction of the family and for settling the child into the setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up to-date, reflecting the full picture of the child in the setting and at home.
- The key worker encourages positive relationships between children in his/her key group, spending time with them each day.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

This policy was reviewed and adopted at a meeting of the pre-school chairman and the pre-school manager held on 6 October 2017.

Administration

Child care practice

6.3 Home Visit Policy

Policy Statement

The aim of the home visit is to provide an opportunity for a new child and family to meet the key person in their own home prior to the child starting at the setting.

The purpose of the visit is to help the child, family and key person get to know more about each other in the home environment where the child usually feels most relaxed.

The home visit is an optional service that the setting provides, not all families wish to take us up on this offer, and the home visit is additional to our settling in policy provided for all children.

All staff have volunteered to provide this service for families, the setting would not insist that staff provide the service.

Only one home visit per family is usual

Procedures

A key person is allocated before the child starts preschool. Home visits are offered in the induction letter.

- If a parent requests a home visit, the key person will contact the parent and arrange a time that is mutually convenient for the family, the key person and an additional staff member.
- A home visit will always be attended by two members of staff, the key person and another staff member. The staff will make their own way to and way back from the family's home, and this will take place during normal working hours wherever possible.
- The key person will use the home visit as a means of talking to the family, gaining information about the child and answering any questions the family may have. The additional staff member will probably give attention to the child during this time.
- The staff will stay together during the home visit and would not expect to be left alone with the child during the visit.
- Visits will last a maximum of 30 minutes.
- Staff will be conscious of the fact that they are guests in the family's home and will treat all families with a high level of respect and regard during the visit.
- At any time during the visit, parents / carers may ask both staff members to leave and do not have to give a reason why.

Adopted on: 18th November

Committee Chairpersons: Ian Jennings and Emma Chambers

Administration

Partnership



Ref No: EY358418

6.4 Parental involvement

Policy Statement

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

'Parental responsibility' is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.* (For a full explanation of who has parental responsibility, refer to the Early Years Alliance's *Child Protection Record* publication.)

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child	

Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress.

- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

In compliance with the Welfare Requirements, the following documentation is in place:

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

Other useful Early Years Alliance publications

- Child Protection Record (2011)
- Looking at Learning Together (2005)
- Summary Complaints Record (2006)

Adopted on: September 2009; Updated April 2016

Committee Chairpersons: Liz Payne, Sarah Diggines



Ref No: EY358418

Record keeping

7.1 Children's records

Policy Statement

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality Policy and our procedures for information sharing.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.1 Observation, assessment and planning	

Procedures

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

Developmental records

- *These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.*
- *These are usually kept in the setting and can be freely accessed, and contributed to, by staff, the child and the child's parents.*

Personal records

- These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place.
- Parents have access, in accordance with our Client Access to Records policy, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

- We retain children's records for three years after they have left the setting. These are kept in a secure place.

Other records

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our confidentiality policy and are required to respect it.

Legal Framework

- *Data Protection Act 1998*
- *Human Rights Act 1998*

Further guidance

- *Information Sharing: Practitioners' Guide (DfES 2006)*

Adopted on: September 2009

Committee Chairpersons: Liz Payne, Sarah Diggines

Record keeping



7.2 Provider records

Policy statement

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

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of our staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

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

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

Procedures

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

We notify Ofsted of any:

- change in the address of our premises;
- change to our premises which may affect the space available to us or the quality of childcare we provide;
- change to our contact information
- change to the person managing our provision;
- significant event which is likely to affect our suitability to look after children; or
- other event as detailed in the Statutory Framework for the Early Years Foundation Stage (DfE 2017).

Legal framework

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

This policy was adopted by	Our Lady of Lourdes Pre-school	<i>(name of provider)</i>
On	21 May 2018	<i>(date)</i>
Date to be reviewed	6-monthly	<i>(date)</i>
Signed on behalf of the provider	Lisa Flaherty	
Name of signatory	Lisa Flaherty	
Role of signatory (e.g. chair, director or owner)	Chair	

Other useful Early Years Alliance publications

- *Accident Record (2013)*
- *Accounts Record (2015)*
- *Safeguarding Children (2013)*
- *Recruiting Early Years Staff (2016)*
- *People Management in the Early Years (2016)*
- *Financial Management (2010)*
- *Medication Administration Record (2015)*
- *Daily Register and Outings Record (2015)*
- *Managing Risk (2009)*
- *Complaint Investigation Record (2015)*



7.3 Transfer of records to school

Policy statement

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

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

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

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

Procedures

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

- Using the *Early Years Outcomes* (DfE 2013) guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
 - any additional language spoken by the child and his or her progress in both languages;
 - any additional needs that have been identified or addressed by our setting;
 - any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which [we/I] will follow as applicable.
- If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

Transfer of confidential information

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

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

Legal framework

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

Further guidance

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

This policy was adopted by	Our Lady of Lourdes Pre-school	<i>(name of provider)</i>
On	21 May 2018	<i>(date)</i>
Date to be reviewed	6-monthly	<i>(date)</i>
Signed on behalf of the provider	Lisa Flaherty	
Name of signatory	Lisa Flaherty	
Role of signatory (e.g. chair, director or owner)	Chair	



Ref No: EY358418

8 Additional Policies

8.1 The Voice of the Child

Policy Statement

Our Lady of Lourdes Pre-school promotes listening to the Voice of the Child as children have a right to be heard and listened to (Article 12. U.N. Convention on the Rights of the Child). Children's views and opinions are respected and are taken into account to ensure that individual needs and interests are met when planning activities, providing developmentally appropriate opportunities for learning through play.

Children are skilful communicators and competent learners and therefore are able to make a positive contribution to their learning from a very early age.

Our Lady of Lourdes Pre-school aims to be inclusive enabling all children to have a voice, colleagues understand that communication can present itself in many forms and are diligent to ensure that children's voices and opinions are represented through an effective key person system.

Through the Early Years Foundation Stage framework we support children's holistic development and provide opportunities for children to make their own choices and decisions, developing autonomy.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive Practice	2.1 Respecting Each Other	3.2 Supporting Every Child	4.4 Personal, Social and Emotional Development

Procedures

The Voice of the Child will form an intrinsic ideal through the practice that occurs within the pre-school by

- Listening to children's ideas and views
- Ensuring that all practitioners have an understanding why listening to children is key to supporting successful development of individual children
- Using different observation techniques to inform planning
- Valuing diversity and striving to be inclusive
- Ensuring that there are appropriate levels of child led activities that are complimented by adult led activities
- Developing individual play plans that provide enabling environments for the unique child.
- Embracing multi-agency working were the need arises
- Operating an effective key person system based on attachment theory, whereby the key person forms an import relationship of trust with the child and the family
- Involving parents/ carers as a primary source of information on the individual child

- Involving children in the planning and development of pre-school activity including snack times, indoor and outdoor play, toys and resources, trips and visitors to the setting
- Involving children in developing rules and codes of conduct for the setting
- Understanding what children like and dislike about the pre-school and developing strategies to address issues together

Legal Framework

U.N.C.R.C Article 12

Childcare Act 2006

EYFS Framework

Children Act 2004

Adopted on: September 2009

Committee Chairpersons: Liz Payne, Sarah Diggins

8.2 The Early Years Foundation Stage

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

(All quotes in this document are from ‘The Statutory Framework for the Early Years Foundation Stage.’ DfE August 2015).

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting each other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 3.2 Supporting Every Child 3.3 The Learning Environment 3.4 The Wider Context	4.1 Play and Exploration 4.2 Active Learning 4.3 Creativity and Critical Thinking 4.4 Areas of Learning and Development

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Our Lady of Lourdes Pre-school all children aged between two and four years join us at the beginning of the school year according to our admissions procedure.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development
-

A Unique Child

At Our Lady of Lourdes Pre-school we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Our Lady of Lourdes Pre-school are

treated fairly regardless of race, religion or abilities. All children and their families are valued within our pre-school.

In our pre-school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. Planning for children with special educational needs is in line with our 'Supporting Children with Special Educational Needs Policy'

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds where necessary.

We meet the needs of all our children through:

Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;

- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well being of all children. (See Safeguarding Children Policies)

Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Our Lady of Lourdes Pre-school we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2007. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Positive Relationships

At Our Lady of Lourdes Pre-school we recognise that children learn to be confident and independent through the development of secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our pre-school through an induction session.
- The children having the opportunity to spend time with their key person, in the setting, with their parents before starting at the pre-school.
- Inviting all parents to share information about their children with the child's designated key person during the induction session.
- Offering parents regular opportunities to talk about their child's progress through informal conversations at pick up and drop off time, through the home link books and regular access to the children's learning journeys.
- Encouraging parents to contribute to the child's learning by working with the key person developing spider grams that focus on the child's holistic development.
- Encouraging parents to talk to the child's key person or the manager if there are any concerns.
- Arranging a range of activities throughout the year that encourage collaboration between child, pre-school and parents: including support for specific activities, support supervising trips out of the pre-school setting, using the skills and expertise that parents have to support the management and the activities within the pre-school
- Encouraging parents to contribute observations and 'wow moments' in the children's observation books and on our 'wow' wall.
- Encouraging parents to make comments in their child's learning journeys, spider grams and in the home link books.

All colleagues involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Our Lady of Lourdes Pre-school the manager acts as a 'Key Person' to all children in EYFS in the absence of their key person.

We have good links with Our Lady of Lourdes Primary school. Regular visits are undertaken by the pre-school practitioners. The foundation stage teacher meets with staff to discuss new intake children.

Enabling Environments

Our Lady of Lourdes Pre-school we recognise that the environment plays a key role in supporting and extending the children's development. Our Learning environment is based equally outside and inside and activities are planned for both environments. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS starts with the Long Term Provision Plan. Medium Term Plans are based on the children's interest and are child led. A very broad topic provides a loose framework in which to incorporate the children's interests. Regular discussions are

made with the children to find out their current interests. The manager and practitioners add in ideas depending on the skills the children need to learn. The medium term plan is then added to by children and staff as the need arises. These plans are used by the EYFS practitioners as a guide for weekly planning; however the manager may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the key person and other practitioners as appropriate. These observations are recorded in the children's learning journeys. They also contain information provided by parents and other settings.

Each child will be given a summative assessment which is shared with the parents / carers and is passed onto the child's reception class in the summer term before the child is due to start.

The Learning Environment

The EYFS setting is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The setting is set up in learning areas, where children are able to find and locate equipment and resources independently.

The EYFS setting has its own enclosed outdoor area. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning. We also make full use of the school field and the wild area to support the teaching and learning of our natural environment.

Learning and Development

At Our Lady of Lourdes Pre-school we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Areas of Learning

The EYFS is made up of six areas of learning:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of child initiated and adult led activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Teaching and Learning Style

To provide effective support for the pre-school children we value:
the partnership between practitioners and parents, so that our children feel secure at pre-school and develop a sense of well-being and achievement;
the understanding that practitioners have of how children develop and learn, and how this affects the support that practitioners offer the children;

the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;

- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our pre-school and the settings that our children experience prior to joining our school;

Play

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Monitoring and review

It is the responsibility of the pre-school practitioners to follow the principles stated in this policy.

There is a seconded teacher responsible for the EYFS. This teacher will discuss EYFS practice with the practitioners regularly and provide feedback, raising any issues that require discussion.

Adopted on: September 2009

Committee Chairpersons: Liz Payne, Sarah Diggins
Updated 2015: Claire Lambert, Jo Tyler

Additional Policies



Ref No: EY358418

8.3 After Schools Club Policy

Policy Statement

Our Lady of Lourdes Pre-school aims to provide a fun, safe and relaxing environment where children from the pre-school and the primary school of the same name can engage in activities that stimulate their interests, either as an extension of pre-school care or as a way of relaxing and having fun after a day at school.

The club will offer varied outdoor and indoor activities that the children can pursue; this includes access to a games console with games that are age appropriate and to a secure PC with internet access.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.2 Supporting every child	4.4 Personal, social and emotional development

Staffing

Colleagues supervising the after school club will hold a minimum of a level 2 qualification in Children's Care Learning and Development or a recognised equivalent qualification. There will be a minimum of 3 colleagues supervising the children, the person who holds overall responsibility for the supervision of the children will hold a minimum of a level 3 qualification in Children's Care Learning and Development or a recognised equivalent. All colleagues will have an enhanced DBS check.

Procedures

Registering your child for after school care

Before children can have access to the after school club they must be registered. Parents/ carers must contact the pre-school office, fill in and return a registration form. It is important that your child's individual needs are also noted, this includes dietary requirements.

Booking a fixed place for your child

If you require after school care for your child on a permanent termly basis you must indicate the days that you require. The after school club has places for up to 30 children on a daily basis. By claiming a permanent place you can guarantee that your child will have the care required when you most need it. Parents must inform the child's teacher that they will be attending after school care.

If a place is booked for your child on a permanent termly basis, we require 4 weeks' paid notice for cancellation of this booking once term has started.

If your child will not be attending after school club due to a holiday or day out, we require 4 weeks' notice if a refund for that session is expected.

We do not offer refunds for sickness, holidays, staff training sessions or days when the pre-school is unable to open due to adverse weather conditions or health and safety issues.

Booking an ad hoc session

Ad hoc sessions for after school care can be booked by parents/carers only if the session is not full. Parents/carers must contact the pre-school office indicating the sessions required, they must also contact Our Lady of Lourdes Primary school so that their child's teacher can be informed. Parents/carers will be invoiced according to the sessions attended; we do not offer hourly rates.

Collection of children from school

Children who attend Our Lady of Lourdes Primary school will be collected from the school hall by 2 pre-school practitioners. Children from reception and KS1 classes will be escorted to the hall by their teachers or teaching assistants to meet the pre-school practitioners. Children from KS2 classes will come to the hall to meet the pre-school practitioners independently. The children must be responsible for their own school belongings as we cannot have access to children's classrooms after collection.

Collection of children who attend clubs run by Our Lady of Lourdes Primary school

If your child requires collection from or delivery to a club run by the primary school please ensure that the pre-school office is contacted with specific details of days and times of clubs. Children in reception or KS1 classes will be collected by a pre-school practitioner; those in KS2 are encouraged to make their own way from the club to the pre-school building unless otherwise specified by parent/carer or school. All children who need to access a club run by the primary school that occurs during after school care will be delivered to the school hall by a pre-school practitioner.

Who to inform if there is a change

If there is a change in circumstances and you do not require your child to be picked up by a pre-school practitioner for the after school club, **you must inform the pre-school office** so that the collection register can be updated. You must also inform your child's teacher so that your child understands who is collecting them after school.

Child Protection

We have a duty of care for all children who attend the setting and will apply the pre-school's safeguarding policies which can be found on our website at www.ololp.org.

Our Rules

To ensure that the after school club is a fun and pleasant environment for everyone children and practitioners have collaborated to draw up some simple rules:

1. Adults will try to provide activities that interest individual children, please make sure that you let us know of your interests.
2. Being outside is great fun; make sure you have warm clothing when it is needed so you don't get cold. (Labelled please!) It may also be advisable to have spare clothes if your child likes messy play.
3. Sometimes we (children) need private space away from other children, if individuals want to be away from the larger group they must ask an adult and indicate where they will be, children must not seek spaces out of sight from adults, and this is because adults need to keep an eye on our safety.
4. There is a games console in the setting; time on the console is monitored so that everyone who wants to can have a turn of age appropriate games. You will be allowed on it for limited periods of time!
5. We can also use the pre-school computer to access appropriate internet sites (all sites are filtered to ensure they are for children's use). We are not permitted to use chat rooms.
6. Mobile phones are not allowed to be used, if you carry one it must be given in to the adults at the pre-school, it will be returned as you leave.

7. Good behaviour should be rewarded, by giving children the opportunity to purchase resources and organise favoured activities.
8. If we feel angry we must walk away and let an adult know how we feel, we do not get violent.
9. It is really important that we respect each other; if we swear and fight we will lose our treat and have to have some time out according to how old we are, our parents will be informed.
10. If we get into an argument we will have an adult to help us talk together so that we can sort out the problem.
11. Sweets are not allowed but the after school club will provide some treats as part of a balanced evening snack.
12. The practitioners will work in partnership with the children; feedback will be given to parents about activities on a regular basis.

Promoting positive behaviour

With such a diverse range of ages and abilities practitioners will promote positive behaviour by establishing firm boundaries, promoting a culture of respect for staff and other children.

We will also be working in partnership with you as experts on your children to support us in promoting positive behaviour.

The after school club reserves the right to exclude a child who continues to display behaviour that is dangerous or disrespectful after intervention from behaviour management programs.

Routine

- 2.55 – 3.05: Children from reception and KS1 classes are brought to the hall by a teacher or teaching assistant. KS2 children meet the after school club in the main school hall.
- 3.10: Children are taken to pre-school setting, children identify what types of activity they want to engage with.
- 3.30 – 3.45: A meal is served either inside or outside according to the weather and the time of year, all children wash their hands.
- 4.00: Children continue with their chosen activities which can occur inside the setting, on the pre-school outdoor area or on the school field. All areas are supervised by a qualified adult.
- 4.00 – 5.30: Children will be expected to help tidy their activity before going home so if you are in hurry please let us know 5 minutes before your arrival so that children can be ready for you on arrival at the school gates.
- At present we require you to phone the pre-school on 01702 715551 when you are ready to pick up your children. If you are running late you must ring the pre-school to let them know. Collection after 5.30 will result in a penalty fee being added to your invoice.

Further Guidance

Pre-school Learning Alliance Resource Directory at
http://www.infomat.net/infomat/rd741/rd1/database/pre_school_learning_alliance/index.asp

Adopted on: 24th January 2011; Updated April 2016

Committee Chairpersons: Tia Schofield, Nikki Nichols