# KINGSWAY PRE-SCHOOL POLICIES

Our Policies are reviewed and revised using a Policy of the Month process.

The current policy under review is sent to all parents and staff, their views and comments are taken into consideration along with updates in legislation and guidance from the Early Years Alliance in updating our policy. A full set of current policies can also be viewed on our website. [www.kingswaypreschool.co.uk](http://www.kingswaypreschool.co.uk)

**KINGSWAY PRE-SCHOOL POLICIES AND PROCEDURES**

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# SAFEGUARDING CHILDREN

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## KINGSWAY PRE-SCHOOL

## MARCH 2022

**SAFEGUARDING CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS POLICY**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Keeping safe | 2.1 Respecting each other  2.2 Parents as partners  2.4 Key person | 3.4 The wider context | 4.4 Personal, social and emotional development |

**Designated Safeguarding Lead – Sarah Moore**

**Safeguarding Officers - Sally Archer and Karen Phillips**

Kingsway 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 Early Years 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.

* When the setting is open the designated Lead and/or designated officers are available at all times for staff to discuss safeguarding concerns.
* The designated lead and officers ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.
* The designated lead and officers understand Local safeguarding Partners (LSPs) safeguarding procedures, attends relevant LSPs 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 understand that safeguarding is their responsibility.
* All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understands their professional duty to ensure safeguarding and child protection concerns are reported to the children’s social care team or the NSPCC. They receive regular updates on safeguarding (In house - through reading articles, staff meetings etc) and undertake accredited training every 2 years.
* 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*, 2018) 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 the thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to arrangements published by the LSP’s
* All staff understand their responsibilities under the General Data Protection Regulation and the Data Protection Act 2018, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensures that any information they may share about parents and their children with other agencies is shared appropriately and lawfully.
* We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.
* We will share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns.
* We will be transparent about how we lawfully process data.
* 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 and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.
* 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 cameras and mobile phones), whistle blowing 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 at the pre-school.
* 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;
  + will not 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; the date the disclosure was obtained, staff name, DOB and update service details.
* 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).
* From 31 August 2018, staff and volunteers in childcare settings that are not based on domestic premises are ***not*** required to notify their line manager 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.
* Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.
* In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour outlined in the employee handbook.
* 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 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. Staff do not use personal cameras or filming equipment to record images.
* Personal mobile phones are not used where children are present.
* The designated lead 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 lead and/or officers will support all staff to undertake their role adequately and offer advice, guidance, supervision and support.
* Staff will inform the designated lead person/officers at the first opportunity of every significant safeguarding concern; however this should not delay any referrals being made to children’s social care, or where appropriate, 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 has 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 understand how to identify children who may be in need of early help, how to access services for them
* We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children’s social work services
* We understand that we should refer any child who may be at risk of significant harm to local authority children’s social work services.
* 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/officers 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 LSP 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 (FGM) 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 LSP procedures on responding to radicalisation.
* The designated person/s complete online Channel training, online Prevent training and attends local 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, and health workers to report cases of Female Genital Mutilation to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.
* 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.
* If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children’s social work service and/or police.
* We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community.
* 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 and child in need concerns and follow the local procedures as published by the local safeguarding partners.
* Where such indicators are 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 in a confidential 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 about children’s welfare 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 partners.
* We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).
* 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 or neglect 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 in an age appropriate way, 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.
* All staff know that they can contact the NSPCC whistle blowing helpline if they feel that our organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.
* We have a whistle blowing policy in place.
* Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistle blowing dilemmas.

*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 a confidential 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 always within one working day.
* Where the Local Safeguarding Partners safeguarding procedures stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Partners.

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

* We keep a copy of the procedures for recording and reporting set down by our Local Safeguarding Partners, which we follow.

*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 LSP escalation process.
* We will ensure that staff are aware of how to escalate concerns.
* We will follow local procedures published by safeguarding partners to resolve professional disputes.

*Informing parents*

* Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at risk, or may interfere with the course of a police investigation, or may unduly delay the referral, or unless it is otherwise unreasonable to seek consent. Advice will be sought from social care, or in some circumstances police, where necessary.
* Parents are informed when we make a record of concerns in a confidential 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 procedures of the Local Safeguarding Partners 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 or where sexual abuse may have occurred.
* 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 officers should consider seeking 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 and multi-agency working*

* We work within the Local Safeguarding Partners guidelines.
* The current version of ‘What to do if you’re worried a child is being abused’ is available for parents (inc committee officers) 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 and concerns about children’s welfare, including maintaining a list of relevant 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 and persons in position of trust*

* 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. See Whistle blowing and Complaints Policies.
* We ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.
* We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
* 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 will recognise and respond to allegations that a person who works with children has:
  + behaved in a way that has harmed a child, or may have harmed a child
  + possibly committed a criminal offence against or related to a child
  + behaved towards a child or children in a way that indicates they may pose a risk of harm to children
* 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 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 a senior manager within the organisation and the Local Authority Designated Officer (LADO) as necessary to investigate and/or offer advice: **Allison Francis 01702 534539 allisonfrancis@southend.gov.uk**
* 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. Where it is appropriate and practical and agreed with LADO, we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

*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. Training opportunities should also cover extra familial threats such as online risks, radicalisation and grooming, and how to identify and respond to families who may be in need of early help, and organisational safeguarding procedures.
* Designated person/officers receive appropriate training, as recommended by the Local Safeguarding Partners, 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 Partners and in line with the GDPR, Data Protection Act 2018, and Working Together 2018.

*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 will 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.
* We will engage with any child in need plan or early help plan as agreed.
* 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 Partners

**Please see our whistle blowing and complaints policies**

[Working together to safeguard children - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

[Child abuse concerns: guide for practitioners - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2)

Signed Manager ………………………………………………………….

Signed Chairperson ……………………………………………………..

## KINGSWAY PRE-SCHOOL

**MAY 2021**

**SAFEGUARDING CHILDREN - LOOKED AFTER CHILDREN**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enab 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 |

**Policy statement**

Kingsway 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 looked after children will be living in foster homes, but a smaller number may be in a children’s home, living with a relative or even placed back home with their natural parent(s).*

We recognize that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognize 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. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

At Kingsway, we place emphasis on promoting *children’s rights to be strong, resilient and listened to.* Our policy and practice guidelines for looked after children are based on two important concepts, *attachment and resilience.* 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.
* Looked after children who approach Kingsway for a place (either funded or paid) are offered places following our registration procedure and the criteria below.
* Children aged from two years old in who are in care 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.
* Children aged three and four-years who are in care will be entitlement to funded 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.
* If the setting is at full capacity, we are able, in exceptional circumstances to offer a place to a looked after child by extending our headcount at the Manager and Committees discretion. This will always comply with ratios.
* Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

**Procedures**

* The designated person for looked after children is the designated child protection co-coordinator.
* 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 ensure appropriate information is gained and shared.
* The setting recognizes 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 parents or foster carers 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 – and 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; and 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; and
* 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 form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
* 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 carers treatment of the child, or if abuse is suspected, these are recorded in a confidential 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 social worker as detailed in the care plan.

**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)

Signed Manager…………………………………………………………………………………

Signed Committee………………………………………………………………………………

## KINGSWAY PRE-SCHOOL

## MARCH 2022

**SAFEGUARDING - MORE THAN CHILD PROTECTION**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Keeping safe | 2.1 Respecting each other  2.2 Parents as partners  2.4 Key person | 3.4 The wider context | 4.4 Personal, social and emotional development |

**Designated Person – Sarah Moore**

**Designated Officers - Sally Archer/Karen Phillips**

**ALL CHILDREN HAVE A RIGHT TO BE SAFE**

**POINTS OF CONTACT**

**PARENTS**

**LOCAL SAFEGUARDING CHILDRENS BOARD – ALISON FRANCIS 01702 534539**

**NSPCC – 0808 800 5000**

**POLICE – 03003 334444**

**OFSTED- 0300 123 1231**

**DISCLOSURES**

MUST BE NON – PROMPTED

USE BODY MAP (FOR BRUISING ETC)

MAKE STATEMENTS ETC BRIEF

KEEP A RECORD IN THE CONFIDENTIAL INCIDENT BOOK INCLUDE DATES AND TIMES RECORDS KEPT LOCKED IN FILING CABINET

EVERY MEMBER OF STAFF TO READ A CHILD SAFE CODE – INCLUDED IN STAFF HANDBOOK

**RECRUITING STAFF** (EYA. ON RECRUITMENT PROCEDURE)

**DBS** and **PHOTO ID**

**CONTACT REFEREES FOR REFERENCES** (DO NOT ACCEPT PRE WRITTEN REFERENCES)

**SEE RELEVANT CERTIFICATES** (NO PHOTOCOPIES)

**INTERVIEWS** (AT LEAST 2 PEOPLE INC SENIOR MANAGER AND COMMITEE REPRESENTATIVE)

**QUESTIONS:** ATTITUDE TO CHILDREN / HOW THEY WOULD DEAL WITH SITUATIONS I.E. SCENARIOS. SEE STAFF FOLDER

## KINGSWAY PRE-SCHOOL

## MAY 2019

**E - SAFETY – POLICY**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Keeping safe  1.4 Health and well being | 2.1 Respecting each other  2.2 Parents as partners | 3.4 The wider context | 4.2 Active learning |

**Named person – Karen Phillips**

At Kingsway we consider the use of ICT – Information and communication technology to be beneficial in children’s learning and development and aid us in communicating with parents and carers. We take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting. It is the duty of all staff in the setting to be aware of this policy and those relating to safeguarding, confidentiality and data protection.

**Information Communication Technology (ICT):**

* We plan and use ICT to incorporate the EYFS specific area of Understanding the World
* We use ICT equipment belonging to the setting. Our laptop computer and Kindles have virus protection installed.
* A member of staff supervises all use.
* We carefully select and review our resources according to suitability for age and purpose.
* Software used to support learning on the computer will be age and development appropriate and approved for Pre–school use.
* All internet derived materials used by us will be suitable for the children, thoroughly previewed and comply with copyright.
* Video and camera technology are used as learning tools, any images are stored solely for the use of the children whilst in the setting. No names or personal details are assigned to the images.
* Parental/carers are informed at registration and induction that images are used for children’s learning journals (Tapestry) or evidence for use in setting for which written consent is requested.
* In the event of any requests of changes to the above additional Parental consent will be sought either verbally or in writing.
* No images on our recording devices will be posted on social media/internet. Any breach of this and inappropriate use of images will result in disciplinary action and the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
* We will only use data information for the purpose of the setting; such as contact information and funding eligibility.

**E - SAFETY – cont’d**

**Online/Internet use in the setting:**

* Children do not normally have access to the internet and never have unsupervised access.
* The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
* Key persons will seek to build children’s resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
* Children are taught the following stay safe principles in an age appropriate way prior to using the internet;
* only go on line with a grown up
* be kind on line
* keep information about me safely
* only press buttons on the internet to things I understand
* tell a grown up if something makes me unhappy on the internet
* The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
* All computers for use by children are located in an area clearly visible to staff.
* Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk/).
* Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency’s Child Exploitation and Online Protection Centre at [www.ceop.police.uk](http://www.ceop.police.uk/)**.**
* If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or [www.childline.org.uk](http://www.childline.org.uk).

**Email**

* The setting has its own email account with Yahoo. [kingswaypreschool@yahoo.co.uk](mailto:kingswaypreschool@yahoo.co.uk)
* E-mail contact addresses supplied by parents will only be used for requests and notification by Kingsway and committee. Any passing on or sale of this information will be considered a breach of confidentiality and disciplinary action will be taken.
* Staff send personal information by encrypted email and share information securely at all times.

**E - SAFETY – cont’d**

**Social media**

Social networking sites are viewed by Kingsway Pre-school as a great tool for use in maintaining contact with friends and family. Whilst we wholly understand an individual’s right to use these sites, we also accept that information whether written, or pictorial can be taken out of context, be open to misinterpretation or be passed on in ways which become out of our control very quickly. In order to protect the confidentiality of children, families and staff at Kingsway we ask that:

* Parents and carers work with us by not posting visual images (photos or video) or making reference to any incidents, children, families, or staff involved with Kingsway Pre-school on their social network sites in order to maintain confidentiality. INCLUDING ANY IMAGES COPIED/DOWNLOADED FROM THEIR CHILDS TAPESTRY JOURNAL.
* Staff to extend the safeguarding and confidentiality of all the children and families by not using their personal network sites to refer to work in any way. Any breach of this may result in disciplinary action.
* Staff manage their personal security settings to ensure that their information is only available to people they choose to share information with.
* Staff should not accept service users, or parents/carers as friends due to it being a breach of expected professional conduct.
* If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed. Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity.
* Staff should not share information they would not want children, parents or colleagues to view.
* Any concerns or breaches to the above should be reported to the Manager/designated person for Safeguarding/Designated person for e-safety in the setting.

**Electronic learning journals for recording children’s progress**

* Staff use Tapestry online journals to record children progress within the EYFS
* The managers set up individual children and adult accounts prior to children starting at Kingsway.
* Staff have received training on how the learning journal is managed to ensure children are safeguarded.
* Staff adhere to the guidance provided with the system at all times.

**Use and/or distribution of inappropriate images**

* Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
* Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague’s or others’ behaviour are reported (as above).

**E - SAFETY – cont’d**

**Further guidance**

NSPCC and CEOP *Keeping Children Safe Online* training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

PLEASE REFER TO OUR CONFIDENTIALITY AND SAFEGUARDING POLICIES

EXCEPTIONS TO THE USE OF PHOTOS

Staff - Please refer to individual consent given on registration form for use of photos in learning journals and consent to images occasionally used for preschool learning alliance/ Early Years publications use.

Signed Manager……....…………………………………………………………………

Signed Chairperson.……………………………………………………………………….

## KINGSWAY PRE-SCHOOL

## MAY 2019

**USE OF MOBILE PHONES AND CAMERAS POLICY**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| * 1. Keeping safe | 2.1 Respecting each other  2.2 Parents as partners | 3.4 The wider context |  |

**POLICY**

We take steps to ensure that there are effective procedures in place to protect the children at Kingsway Pre-school from any inappropriate use of mobile phones and cameras whilst in the care of the setting. The setting has a mobile phone as its contact number for parents and other agencies, and for staff to use for day-to-day work related communication. In addition to this main phone, we have two alternate phones; One for use in our stepping stones room and another for trips out when the main body of the children and staff are still at the setting.

**PROCEDURES FOR MOBILE PHONES - ADULTS AND CHILDREN**

* Personal mobile phones belonging to members of staff, students and volunteers are not used on the premises during working hours. At the start of the session personal mobile phones are placed in a container.
* Members of staff, students and volunteers are asked to ensure that the main telephone number of the setting is known to immediate family and other people who may need to contact them in an emergency.
* Staff, students, and volunteers are requested to put their personal mobile phone on silent. (Except in extreme circumstances and with the Managers prior consent.)
* If a member of staff, student or volunteer need to make a personal call on their mobile phone they will request the permission of the Managers in advance and make the call away from the children and other members of the group.
* Visitors and parents are requested not to use their phone or any of its facilities whilst at the setting. A notice is displayed for visitors and they are reminded of this at time of signing in.
* We will make an exception if a visitor’s company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. In such cases they will be advised of a quiet space where they can use their mobile phone, where no children are present.
* The Kingsway mobile phones may be used by members of staff for work related communication with the consent and knowledge of the Managers.

**USE OF MOBILE PHONES AND CAMERAS POLICY Cont’d**

* Kingsway make a mobile phone available to be taken on trips out by members of staff with the children. If members of staff or volunteers (this includes parent volunteers) take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
* Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored with all other phones until the parent collects them at the end of the session.

**PROCEDURES FOR CAMERAS AND VIDEO EQUIPMENT**

* Members of staff, students and volunteers do not bring their own cameras or recording equipment into the setting.
* Kingsway Preschool has digital cameras, digital recorder and Kindle fires which can be used for photo and videoing purposes.
* The settings Camera and video equipment use is monitored by the Managers. Images stored are periodically removed from the devices (Termly)
* Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, displays within the setting, and with written permission received by parents (see the Registration and consent forms). Such use is monitored by the Managers.
* A name list of children for whom permission is not granted for photographs is compiled/updated and all staff are made aware of this.
* Where parents may wish to photograph/record their own children at special events, a general verbal group consent will first be gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else’s child or to upload photos of anyone else’s children.
* Consent for the possible use of photographs of the children to be used by the Early Years Alliance or Southend Early Years department for their publications is sought in an additional Kingsway consent form. If photographs of children are used for publicity purposes safeguarding risks must be minimized, for example, ensuring children cannot be identified by name.
* Individual written permission will be required if photos are requested to be used by any other organization and the above safeguarding adhered to.

Signed Manager……....…………………………………………………………………

Signed Chairperson.……………………………………………………………………….

## KINGSWAY PRE-SCHOOL

## JULY 2021

**Maintaining children’s safety and security on premises**

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

**Policy statement**

Kingsway believes that the safety of the children and staff in our setting is of paramount importance. We maintain the highest possible security of the premises to ensure that each child is safely cared for during their time with us.

**Procedures**

* All parents/carers should be aware that it is their priority to maintain the safety and security of any child/ren in their care before and after session times.
* Systems are in place for the safe arrival and departure of children with their parents/carers.
* Parents/carers are required to notify the setting if someone else is collecting their child. This may be done either in person, on the phone or in writing. A password may be requested from the parent that only they and the person collecting the child on their behalf will know.
* The times of the children's arrivals and departures are recorded if they differ from the session times of 9am-12pm or 12pm-3pm in the daily register.
* The arrival and departure times of staff is recorded in the daily register. Volunteers and visitors’ arrival and departure times are recorded in a visitor’s book upstairs or visitors sheet on the garden.
* CCTV and entry button systems prevent unauthorized access to our premises when we are the only occupants of the building. The church, at times may have the main door unlocked for events separate from the Pre-school.
* Staff will check the identity of any person who is not known before they enter the setting.
* The gate at the top of the stairs is shut at all times when the children are present.
* In the garden gates and doors are kept shut/locked at all times where they may lead to a public or unsupervised area.
* Our systems prevent children from leaving our premises unnoticed.
* Any monies kept on the premises are stored in a locked safe
* Expensive equipment (laptop, tablets etc) and documentation are locked securely overnight
* The personal possessions of staff and volunteers are securely stored during sessions.
* Only person with arranged appointments or legitimate business will be allowed into the setting.

Children's personal safety

* We ensure all employed staff have been checked for criminal records via an enhanced disclosure with children’s barred list check through the Disclosure and Barring Service, Staff are requested to maintain their subscription to the update service.
* Regular volunteers/students and officers of the committee undertake a check as a volunteer using the Disclosure and Barring service and are requested to sign up for the free update service.
* Whenever children are on the premises at least two adults are present.
* All children are supervised at all times.
* We carry out risk assessments to ensure children are not made vulnerable within any part of our setting, nor by an activity.

Intruder

* An intruder is deemed as one or more persons at the setting who has gained access and does not have legitimate business with the setting. They may or may not be a safety hazard to the setting.
* Any member of staff who observes an individual/s in the setting who is unknown, appears suspicious or out of place should either approach the individual if safe to do so to determine if the person has legitimate business at the setting or should contact the Manager/Team Leader for assistance.
* While determining the status of a visitor, every effort should be made to ensure children in our care are safe, secure and where possible, continue to be engaged in their current activities.

**Person/s with legitimate business**

Identify the person and determine their purpose or need to be in the setting. Have them sign in as a visitor.

Advise them of the settings visitor procedure, signing in and no mobile phone policy for future reference**.** Escort them to the Manager/Team Leader.

**Person/s with no legitimate business**

* Politely greet them, identify yourself and ask their purpose of the visit to the setting. Explain that all visitors must sign in and report to the Manager/Team Leader.
* If the intruder appears agitated, irrational or refuses to leave the building in a peaceful manner, endeavour to calm the person by talking in a low calm reassuring voice whilst trying to gain the attention of another member of staff to call the police.
* Depending on the circumstances, it may be necessary to evacuate the premises/area, in which case we will follow the procedures in our Emergency Evacuation Policy.
* The Manager/Team Leader will call the police to report the incident.
* Adults at the setting may be witness to the incident and will need to make a witness statement including; the date and time of the incident, what they saw/heard, their involvement and their full name and signature.
* The Manager/Team Leader will inform Ofsted and the settings parents of the incident and the subsequent investigation; with due regard in both data protection and confidentiality policies.

Signed Manager…………………………………………………………………………………………….

Signed Chairperson…………………………………………………………………………………………

## KINGSWAY PRE-SCHOOL

## MAY 2023

**CONFIDENTIALITY AND CLIENT ACCESS TO RECORDS POLICY**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Keeping safe | 2.1 Respecting each other  2.2 Parents as partners | 3.1 Observation  3.2 Supporting every child  3.4 The wider context |  |

**Policy statement**

Kingsway Pre-school can be said to have a ‘confidential relationship’ with families. It is our intention to respect the privacy of children and their parents/carers, while ensuring that they access high quality early years care and education. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. 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). In certain circumstances information is shared, for example, a child protection concern will be shared with other professionals including social care or the police, and settings will give information to children’s social workers who undertake S17 or S47 investigations. Please see our Information Sharing PolicY

**Confidentiality definition**

* Personal information of a private or sensitive nature, which is not already lawfully in the public domain or readily available from another public source, and has been shared in a relationship, where the person giving the information could reasonably expect it would not be shared with others.

**Confidentiality procedures**

* We inform parents when we need to record confidential information beyond the general personal information we keep (Please refer to our 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.
* Most information is kept in a manual file. However, Kingsway staff may use a computer to type reports, or letters. Where this is the case, the typed document is stored under a password protected system. We do not keep electronic records on children, other than through electronic learning journals and financial data.
* 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, or with other parents or anyone else outside of the setting.
* Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
* Where third parties share information about an individual our practitioners and/or managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.
* Issues to do with employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions.
* Students on pre-school learning alliance or other recognized courses observing in the pre-school will be advised of our confidentiality policy and required to respect it.
* Any visitors will be advised of our confidentiality policy and required to respect it at all times. An area of the building will be made available if requested in order for parents/carers and staff to discuss or talk in private away from the main group.
* Confidentiality extends to the use of social network sites – please see e-safety policy.
* The setting is registered with the Information Commissioner’s Office (ICO). Staff are expected to follow guidelines issued by the ICO, at <https://ico.org.uk/for-organisations/guidance-index/>
* Additional guidance in relation to information sharing about adults is given by the Social Care Institute for Excellence, at [www.scie.org.uk/safeguarding/adults/practice/sharing-information](http://www.scie.org.uk/safeguarding/adults/practice/sharing-information)
* Staff should follow guidance including Working Together to Safeguard Children (DfE 2018); Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2018 and What to do if you’re Worried a Child is Being Abused (HMG 2015)

**Breach of confidentiality**

* A breach of confidentiality occurs when confidential information is not authorised by the person who provided it, or to whom it relates, without lawful reason to share.
* The impact is that it may put the person in danger, cause embarrassment or pain.
* It is not a breach of confidentiality if information was provided on the basis that it would be shared with relevant people or organisations with lawful reason, such as to safeguard an individual at risk or in the public interest, or where there was consent to the sharing.

***Exception***

* GDPR enables information to be shared lawfully within a legal framework. The Data Protection Act 2018 balances the right of the person about whom the data is stored with the possible need to share information about them.
* The Data Protection Act 2018 contains “safeguarding of children and individuals at risk” as a processing condition enabling “special category personal data” to be processed and to be shared. This allows educators to share without consent if it is not possible to gain consent, if consent cannot reasonably be gained, or if gaining consent would place a child at risk.
* Confidential information may be shared without authorisation - either from the person who provided it or to whom it relates, if it is in the public interest and it is not possible or reasonable to gain consent or if gaining consent would place a child or other person at risk. The Data Protection Act 2018 enables data to be shared to safeguard children and individuals at risk. Information may be shared to prevent a crime from being committed or to prevent harm to a child, Information can be shared without consent in the public interest if it is necessary to protect someone from harm, prevent or detect a crime, apprehend an offender, comply with a Court order or other legal obligation or in certain other circumstances where there is sufficient public interest.
* Sharing confidential information without consent is done only in circumstances where consideration is given to balancing the needs of the individual with the need to share information about them.
* When deciding if public interest should override a duty of confidence, consider the following:
* is the intended disclosure appropriate to the relevant aim?
* what is the vulnerability of those at risk?
* is there another equally effective means of achieving the same aim?
* is sharing necessary to prevent/detect crime and uphold the rights and freedoms of others?
* is the disclosure necessary to protect other vulnerable people?

The decision to share information should not be made as an individual, but with the backing of the designated person who can provide support, and sometimes ensure protection, through appropriate structures and procedures.

## Client access to confidential records procedures

Under the General Data Protection Regulations there are additional rights granted to data subjects which must be protected by the setting.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 the setting has compiled on them.

* If a parent wishes to see the file, a written request must be made, which the setting acknowledges in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
* Information must be provided within 30 days of receipt of request. If the request for information is not clear, the manager must receive legal guidance, for instance, from Law-Call for members of the Alliance. We will be able to extend this by a further two months where requests are complex or numerous. If this is the case, we will inform you within one month of the receipt of the request and explain why the extension is necessary. The maximum extension time is 2 months.
* A fee may be charged to the parent for additional requests for the same material, or any requests that will incur excessive administration costs.
* The manager informs their line manager (chair of the committee) and legal advice may be sought before sharing a file.
* The setting manager goes through the file with their line manager and ensures all documents are filed correctly, 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. The setting manager should always ensure that recording is of good quality, accurate, fair, balanced and proportionate and should have quality assurance processes in place to ensure that files are checked for quality regularly and that any issues are addressed promptly.
* Each of those individuals are written to explaining that the subject of the file has requested sight of the file which contains a reference to them, stating what this is.
* They are asked to reply in writing to the setting manager giving or refusing consent for disclosure of that material.
* Copies of these letters and their replies are kept on the child’s file.
* Agencies will normally refuse consent to share information, and the parent should be redirected to those agencies for a request to see their file held by that agency.
* Entries where you have contacted another agency may remain, for example, a request for permission from social care to leave in an entry where the parent was already party to that information.
* Each family member noted on the file is a third party, so where there are separate entries pertaining to each parent, step-parent, grandparent etc, each of those have to be written to regarding third party consent.
* Members of staff should also be written to, but the setting reserves the right under the legislation to override a refusal for consent, or just delete the name and not the information.
* 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, then the refusal may be granted.
* If that information is the basis of a police investigation, then refusal should also be granted.
* If the information is not sensitive, then it is not in the setting’s interest to withhold that information from a parent. It is a requirement of the job that if a member of staff has a concern about a child and this is recorded; the parents are told this at the start and in most cases, concerns that have been recorded will have been discussed already, so there should be no surprises.
* The member of staff’s name can be removed from an entry, but the parent may recognise the writing or otherwise identify who had provided that information. In the interest of openness and transparency, the setting manager may consider overriding the refusal for consent.
* In each case this should be discussed with members of staff and decisions recorded.
* When we have received all the consents/refusals our manager takes a photocopy of the complete file. On the copy of the file, our manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
* The copy file is then checked by the line manager and legal advisors verify that the file has been prepared appropriately, for instance, in certain circumstances redaction may be appropriate, for instance if a child may be damaged by their data being seen by their parent/carer, e.g. if they have disclosed abuse. This must be clarified with the legal adviser.
* 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’.
* The ‘cleaned’ copy is then photocopied again and collated for the parent to see.
* The setting managers inform the parent that the file is now ready and invites him/her to make an appointment to view it.
* The setting manager and their line manager meet with the parent to go through the file, explaining the process as well as what the content records about the child and the work that has been done. Only the persons 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 it is never handed over without discussion.
* It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. If recording procedures and guidelines have been followed, the material should reflect an accurate and non-judgemental account of the work 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 information held must be accurate, and if a parent says the information held is inaccurate then the parent has a right to request 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, the setting retains the right not to change the entry but can record the parent’s view. In most cases, a parent would have had the opportunity at the time to state their side of the matter, and this should have been recorded there and then.
* If there are any controversial aspects of the content of a client’s file, legal advice must be sought. This might be where there is a court case between parents or where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
* A setting should never ‘under-record’ for fear of the parent seeing, nor should they make ‘personal notes’ elsewhere.

**Further guidance**

The Information Commissioner’s Office <https://ico.org.uk/> or helpline 0303 123 1113

PLEASE SEE OUR SAFEGUARDING, INFORMATION SHARING AND E-SAFETY POLICIES

Manager\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## KINGSWAY PRE-SCHOOL

## JANUARY 2021

**MISSING CHILD**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| * 1. Keeping safe   2. Health and well being | 2.2 Parents as partners | 3.4 The wider context |  |

**Policy statement**

The safety of the Children at Kingsway is our highest priority, both on and off the premises. Every attempt is made, through the implementation of our outings procedure and our exit/entrance procedure, to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, this missing child procedure is followed. Please see our Supervision on outings policy

**Procedures**

Child going missing on the premises

1. As soon as it is noticed that a child is missing, the key person/staff alerts the setting Manager/Team leader.
2. Staff keep calm and do not let the other children become anxious or worried.
3. The register is checked to make sure no other child has also gone astray.
4. The Manager/team leader will carry out a thorough search of the building and garden.
5. Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
6. If the child is not found, the Manager/Team leader calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.
7. The parent(s) are then called and informed.
8. A recent photo and a note of what the child is wearing is given to the police.
9. The setting leader talks to the staff to find out when and where the child was last seen and records this.
10. The setting leader contacts the chair and reports the incident. The chair comes to the setting immediately to carry out an investigation, with the management team where appropriate.

Child going missing on an outing

Where parents are not attending and are responsible for their own child, such as when staff have taken a small group on an outing, leaving the setting leader and/or other staff back at the setting then the setting ensures that there is a procedure that is followed. If the setting leader has accompanied the children on the outing then 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 who attend are responsible for their own child/ren.

1. As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. A register is taken.
2. One staff member searches the immediate vicinity, but does not search beyond that.

**Missing Child cont’d**

1. Our senior staff member on the outing contacts the police using the settings mobile phone and reports that child as missing.
2. Our manager is contacted immediately (if not on the outing) and the incident is recorded.
3. Our manager contacts the parent(s), who are asked to make their way to the venue if not already attending.
4. If the venue has such the staff contact the venue’s security for assistance with the search and Police.
5. Staff/parent volunteers take the remaining children back to the setting.
6. According to the advice of the police, a senior member of staff, or our manager where applicable, should remain at the site where the child went missing and wait for the police to arrive.
7. A recent photo as soon as available and a description of what the child is wearing is given to the police.
8. The setting leader contacts the chair and reports the incident. The chair comes to the setting immediately to carry out an investigation, with the management committee, (where appropriate).
9. Our staff keep calm and do not let the other children become anxious or worried.

The investigation

1. Ofsted are informed as soon as possible and kept up-to-date with the investigation.
2. Our Chair carries out a full investigation, taking written statements from all our staff and volunteers who were present.
3. Our manager, together with a representative of our management team speaks with the parent(s) and explains the process of the investigation.
4. The parent(s) may also raise a complaint with us or Ofsted.
5. The Chair will ask each member of staff present to write an incident report detailing:

* The date and time of the incident.
* Where the child went missing from e.g. the setting or an outing venue.
* Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
* When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
* What has taken place in the premises or on the outing since the child went missing.
* The report is counter-signed by the senior member of staff and the date and time added.

1. A conclusion is drawn as to how the breach of security happened.
2. If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children’s social care may be involved if it seems likely that there is a child protection issue to address.
3. In the event of disciplinary action needing to be taken, Ofsted are advised.
4. The insurance provider is informed.

**Missing Child cont’d**

Managing people

1. Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
2. 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.
3. 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.
4. 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 Manager. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is a Manager and the other should be the chairperson of the management committee or representative. No matter how understandable the parent’s anger may be, aggression or threats against staff are not tolerated, and the police should be called.
5. 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.
6. In accordance with the severity of the final outcome, staff may need counseling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson and Manager will use their discretion to decide what action to take.
7. Confidentiality is maintained and Staff must not discuss any missing child incident with the press or anyone else other than the police or authorities involved with the setting and the investigation.

Signed Manager…………………………………………………………………

Signed Chairperson…………………………………………………………………

**KINGSWAY PRE-SCHOOL**

## DECEMBER 2020

**SUPERVISION OF CHILDREN ON OUTINGS AND VISITS**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| * 1. Keeping safe   2. Health and well being | 2.2 Parents as partners | 3.3 The learning environment | 4.2 Active learning |

**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. 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 as laid out below.

**Procedures**

* All off site activity has a clearly identified educational purpose with specific learning and development outcomes.
* Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
* Parents are given adequate notice of a group outing, for example to the woods and invited to attend to help us with Adult: Child ratios or as 1:1 for children with additional needs.
* A risk assessment is carried out before an outing takes place. Staff taking in part in the outing will sign off every risk assessment.
* A venue own risk assessment may be used in addition to our assessments. (i.e. farm)
* Risk assessments are available for parents to see on request.
* Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and the type of venue, as well as how it is to be reached. This may be increased on certain trips following the risk assessment.
* Children with allergies or other specific needs have a separate risk assessment completed i.e. child with allergies visiting a supermarket.
* Children are assigned to individual staff/parent/carer/volunteer to ensure that each child is well supervised, that no child goes astray, and that there is no unauthorized access to children.
* Staff/parent/carer/volunteer are asked frequently to count their designated children and ensure hands are held when on the street and crossing the road.
* An excursion will not go ahead if concerns are raised about its viability at any point.
* Unless the whole setting is on an outing, a minimum of two staff also remain behind with the rest of the children.
* Outings are recorded in an outing record in our register which is kept in the setting, stating:
* The venue, date and time of the outing.
* The names of the staff members/adults and children on the outing
* The time of return
* A work mobile phone is taken, as well as supplies of tissues, wipes, spare clothing and nappies. Medicines required for individual children, a mini first aid kit, 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.
* We apply sun cream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions.
* Where numbers allow children wear high-visibility jackets.
* Staff take a list of the children’s contact numbers of parents/carers, as well as note paper and pens for recoding any unforeseen incidents. Any incidents will be recorded accordingly upon return to the setting. i.e. Accident forms completed for individual files.
* Addition to the Risk assessment is made with regard to children with ongoing medical conditions which require medication. (See health and safety policy)

Signed Manager………………………………………………………………………....

Signed Chairperson……………………………………………………………………….

## KINGSWAY PRE-SCHOOL

## October 2020

**Garden Policy**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.2 Inclusive practise   * 1. Keeping safe   2. Health and well being | 2.3 Supporting learning  2.4 Key person | 3.1 Observation, assessment and planning  3.2 Supporting every child  3.3 The learning environment | * 1. Play and exploration   2. Active learning   3. Creativity and critical thinking   4.4 Areas of learning |

**Policy statement**

At Kingsway we believe Children benefit from all environments to enhance their learning and gain first hand experiences. It is the aim of the Pre-school to allow all children to benefit from the use of the garden area in all weather. The children are involved in assessing their own risk and selecting the equipment in use.

**Procedures**

1. All children are given the opportunity to use the garden during the session.
2. Parents/carers are required to apply sunscreen to their child as necessary; consent is also requested by parents on the Childs registration form for staff to apply sunscreen to the child if required.
3. Parents/carers are asked to ensure their child has suitable seasonal clothing for wearing outside. All clothing needs to be named.
4. Equipment selected for the garden area follow the procedures of ‘Toy selection policy’
5. The garden area and all equipment are checked daily in a risk assessment.
6. The Garden area is secured. An emergency exit route is from the garden
7. Contact is maintained with the main room with a door bell to gain attention.
8. The area is staffed to current ratio requirements. All outdoor activities are supervised at all times.
9. When all children and staff are in the garden a mobile phone, the register and children’s contact numbers are taken with the group.
10. A first aid kit is stocked and held in the shed, and an accident record book is available (green)
11. Our outdoor sand pit/water is covered when not in use and is cleaned regularly.
12. The garden has suitable overhead covering to protect from the elements.
13. All plants; including herbs fruits and vegetables grown in the garden are chosen with consideration to the children’s safety, herbicides and pesticides are not used.
14. Fresh drinking water and hand wash facilities are always available.
15. Children have access to toilet area whilst in garden.
16. A visitors signing in book is in use.
17. Kingsway Pre-school has 2 lockable storage sheds to safely store all equipment.

**PLEASE ALSO SEE GARDEN EMERGENCY EVACUATION PROCEDURE**

Signed Manager………………………………………………………………………....

Signed Chairperson……………………………………………………………………….

## KINGSWAY PRE-SCHOOL

## SEPTEMBER 2021

**NON-COLLECTION OF CHILDREN POLICY**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| * 1. Keeping safe   2. Health and well being | 2.2 Parents as partners | 3.4 The wider context |  |

**Policy statement**

In the event that a child is not collected by an authorized adult by their expected collection time, Kingsway Pre-school will put into practice the following 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.

**Procedures**

* Parents are asked to provide the following specific information when their child starts attending the setting, which is recorded on a 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, and telephone numbers of adults who are authorized by the parents to collect their child from the setting, for example a child minder or grandparent.
* Who has parental responsibility for the child.
* Information about any person who does not have legal access to the child.
* On occasions when parents are aware that they will not be at home or in their usual place of work, they will inform us in writing of how they can be contacted.
* On occasions when parents, or the person/s authorized on the registration form, are not able to collect the child, they will provide us with written details of the name, and telephone number of the person who will be collecting their child. We will agree with parents how to verify the identity of the person who is to collect their child. (Photo or Password). If circumstances do not allow for the information to be written the parents may telephone us with the required information.
* 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 07757164206:

**NON-COLLECTION OF CHILD cont’d**

* If a child is not collected at their expected collection time, we follow the procedures below:
* The daily plans are checked for any information about changes to the normal collection routines and staff are asked if any verbal notification has been given.
* If no changes have been notified we contact parents/carers at home or at work.
* If this is unsuccessful, the adults who are authorized 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 authorized by the parents.
* If no-one collects the child within 30 minutes of their expected collection time and there is no named contact available to collect the child, we will apply the following procedures for uncollected children
* If we have any cause to believe the child has been abandoned, we contact the local authority children’s social care team and inform them of the situation: First Contact team (Monday-Thursday 9am-5.30pm, Friday 9am – 4.30pm) 01702 215007 Emergency Duty Team (out of hours 365 days) 0345 606 1212
* 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 the Manager or Team Leader until the child is safely collected either by the parents, by a social care worker, or by another person specified by social care.
* Under no circumstances will employees of Kingsway go to look for the parent, nor leave the premises with the child.
* 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.
* 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.
* Depending on circumstances, we reserve the right to charge parents for the additional hours worked.
* Ofsted may be informed: General enquiries **0300 123 1231**
* The local Early Years Development Team may also be informed: 01702 215535 (Direct)

Signed Manager………………………………………………………….................

Signed Chairperson………………………………………………………………….

## KINGSWAY PRE-SCHOOL

## OCTOBER 2021

**COMPLAINTS PROCEDURES**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.2 Inclusive practice | 2.1 Respecting each other  2.2 Parents as Partners | 3.2 Supporting every child  3.4 The wider context |  |

**Policy Statement**

Kingsway Pre-school believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome constructive 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 Managers. 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 the setting to a satisfactory conclusion for all of the parties involved.

**Procedures for Making a complaint**

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.

**MAKING CONCERNS KNOWN - STAGE 1**

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

**WRITTEN COMPLAINTS - 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. The setting will further investigate the concern or complaint.
* Kingsway stores all information relating to written complaints from parents and any subsequent investigation in a separate file designated for complaints.
* When the investigation into the complaint is completed, our manager meets with the parent to discuss 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 (Including date, nature of complaint and how managed) in our Complaint file, which is made available to Ofsted on request.

**COMPLAINTS PROCEDURES cont’d**

**REQUEST MEETING - STAGE 3**

* If the parent is not satisfied with the outcome of the investigation, they should request a meeting with the Manager and chairman of the committee. The parent may have a friend or partner present if they prefer and the Manager may have the support of a senior management member.
* 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 will log the summative points in the Complaints file.

**COMPLAINTS NOT RESOLVED – STAGE 4**

* If at the stage 3 meeting the parent/s 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 Early Years Alliance or Southend Early Years team are appropriate persons to be invited to act as mediators.
* The mediator keeps all discussions confidential. S/he can hold separate meetings with the staff at Kingsway 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.

**CONCLUSION - STAGE 5**

* When the mediator has concluded her/his investigations, a final meeting between the parent/s and our managers 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 been resolved and is concluded.
* A copy will be held in the complaints file.

**COMPLAINTS PROCEDURES cont’d**

**THE ROLE OF THE OFFICE FOR STANDARDS IN EDUCATION, CHILDREN’S SERVICES AND SKILLS (OFSTED), THE LOCAL SAFEGUARDING PARTNERS 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 on in writing at:

Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD

Tel: 0300 123 1231

* These details are displayed on our notice board, outside the main room.
* If a child appears to be at risk, we follow the procedures of the Local Safeguarding Partners.
* Local Safeguarding Partners can be contacted on - *01702 215007*
* In these cases, both the parent and Manager work with Ofsted and/or the Local Safeguarding Partners 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 Kingsway Pre-School. The ICO can be contacted at Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

**RECORDS**

All settings are required to keep a written record of any complaints that reach stage two and above.

* A record of complaints in relation to Kingsway Pre-school, the children or the adults working in the 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 Complaints file which is available for parents and Ofsted inspectors to view on request.

Signed Manager……………………………………………………………………………………………………

Signed Chairperson…………………………………………………………………………………………………

## KINGSWAY PRE-SCHOOL

## OCTOBER 2019

**WHISTLEBLOWING POLICY**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.2 Inclusive practice   * 1. Keeping safe | 2.1 Respecting each other  2.2 Parents as Partners | 3.2 Supporting every child  3.4 The wider context |  |

**POLICY**

It is our Policy at Kingsway that if a member of staff has concerns regarding the conduct of another member of the team they will approach the relevant person (Managers or Chair of committee) to discuss the issue immediately. As a matter of procedure all members of staff to the setting are given a Discipline and Grievance procedure with terms of employment, for their reference.

**PROCEDURE**

* In the first instance the member of staff will approach the Managers immediately to discuss the issue. They will then take steps in accordance with government guidance and the settings complaint procedure to investigate and resolve the matter.
* If the concern is regarding the Managers then the member of staff will discuss immediately with the chair of the committee, who will take steps in accordance with government guidance and the settings complaint procedures.
* 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.
* Local safeguarding Children’s Board – Alison Francis 01702 534539
* Further advice can be found at The Whistleblowing Charity – Public concern at work [http://www.whistleblowing.org.uk/ Call 0207 4046609](http://www.whistleblowing.org.uk/%20%20%20Call%200207%204046609)

Or NSPCC Whistleblowing advice line 0800 0280285

Or Protect (Formally known as Public Concern at Work) <https://protect-advice.org.uk/> or call 02031172520

Signed Manager……………………………………………………………………………………………………

Signed Chairperson ……………………………………………………………………………………………………

**EQUALITY OF OPPORTUNITY**

* VALUING DIVERSITY AND PROMOTING INCLUSION AND EQUALITY POLICY
* **DIVERSITY AND EQUALITY POLICY STATEMENT FOR EMPLOYEES(PAID & UNPAID)**
* **BRITISH VALUES POLICY**
* **SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS POLICY AND PROCEDURES**
* **PROMOTING POSITIVE BEHAVIOUR**

## KINGSWAY PRE-SCHOOL

## DECEMBER 2022

**VALUING DIVERSITY AND PROMOTING INCLUSION AND EQUALITY POLICY**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

**NAMED PERSON – Sade Myles**

**Policy statement**

Kingsway Pre-school is committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children’s learning, attainment and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

* promote equality and value diversity within our service and foster good relations with the local community;
* actively include all families and value the positive contribution they make;
* promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
* provide a secure and accessible environment in which every child feels safe and equally included;
* improve our knowledge and understanding of issues relating to anti-discriminatory practice,
* challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely: age; gender; gender reassignment; marital status; pregnancy and maternity; race; disability; sexual orientation; and Religion or belief.
* Where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

**Procedures**

**Admissions**

Kingsway Pre-school is open and accessible to all members of the community.

* We base our Admissions Policy on a fair system.
* We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
* We advertise our service widely.
* We provide information in clear, concise language, whether in spoken or written form and will seek to provide information in other languages or seek a translator (where ever possible).
* We reflect the diversity of our community and wider society in our publicity and promotional materials.
* We provide information on our offer of provision for children with special educational needs and disabilities.
* We ensure that all parents are made aware of our Valuing Diversity and Promoting Inclusion and Equality Policy.
* We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
* We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
* direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;
* indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
* discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
* association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
* Perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
* We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
* Displays of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with this policy. Failure to comply may lead to the adult being excluded from the premises.

**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 and in their learning journals.
* We encourage parents and 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 encourage their full inclusion.
* We can offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
* We take positive action to encourage disadvantaged and under-represented groups to use the setting.

**Curriculum**

At Kingsway we encourage children to develop positive attitudes about themselves as well as about people who are different from themselves. We encourage development of confidence and self-esteem, empathy, critical thinking and reflection. This is a key part of our mission and vision statements. We ensure that our practice is fully inclusive by:

* creating an environment of mutual respect and tolerance;
* modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
* positively reflecting the widest possible range of communities within resources;
* avoiding use of stereotypes or derogatory images within our books or any other visual materials;
* celebrating locally observed festivals and holy days; In particular those relevant to our current cohort.
* ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
* ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages
* ensuring that disabled children with and without special educational needs are fully supported;
* We work within the preschool and church setting environment to make it as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably, then we will make reasonable adjustments to accommodate the needs of disabled children and adults.
* We differentiate the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

**Food**

* We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met where ever possible.
* 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.

**Employment**

* We advertise posts 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 suitability checks. This ensures fairness in the selection process.
* All our job descriptions and staff packs include a commitment to promoting equality, and recognizing 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 all staff and volunteers to enable them to develop anti-discriminatory and inclusive practices.
* We ensure that all staff are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.
* We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Inclusion and Equality.

**Meetings**

* Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
* We positively encourage all parents to be involved in the setting, especially where a parent does not live with the child.
* Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation – to ensure that everyone caring for the child has information about, and access to, the meetings.

**Monitoring and reviewing**

* So that our policies and procedures remain effective, we monitor and review them using a policy of the month review or as changes in legislation arise to ensure our strategies meet the overall aims to promote equality, inclusion and to value diversity.
* We provide a complaints procedure and a complaints summary record for parents to see.

**Legal framework**

The Equality Act (2010)

Children Act (1989) & (2004)

Children and Families Act (2014)

Special Educational Needs and Disabilities Code of Practice (2014)

Signed Manager……………………………………………………………………………………

Signed Committee Chairperson………………………………………………………………………………….

## KINGSWAY PRE-SCHOOL

## MAY 2019

**British Values Policy**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

**Policy statement**

At Kingsway we actively promote inclusion, equality of opportunity, the valuing of diversity and British values. Under the Equality Act 2010, which underpins standards e sof 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. As we are in receipt of public funding, we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

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.

**Procedures**

***British Values*** *-* The four fundamental British values of *Democracy, Rule of law, Individual Liberty, Mutual Respect and Tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS through the prime area of Personal, Social and Emotional Development **(PSED)** and the specific area of Understanding the World **(UW)**. These are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

* ***Democracy***, or making decisions together - **PSED**
* 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. Recognising the Voice of the child.
* 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 - **PSED**
* 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*,** orfreedom for all – **PSED & UW**
* 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 transferring into Reception Class.
* ***Mutual respect and tolerance***, or treating others as you want to be treated - **PSED & UW**
* 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; 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 line with the above at Kingsway Preschool we do not consider 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 Strategy**

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”*

**Legal framework**

Counter-Terrorism and Security Act 2015

**Further guidance**

* Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)
* Fundamental British Values in the Early Years (Foundation Years 2015)
* Prevent Duty Guidance: for England and Wales (HMG 2015)
* The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)
* Guide to the Equality Act and Good Practice (Pre-school Learning Alliance 2015)

Signed Manager………………………………………………………………………………………..

Signed Committee Chair……………………………………………………………………………………………

## KINGSWAY PRE-SCHOOL

## OCTOBER 2018

**SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| * 1. Child development   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  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 |

**SENCO Named persons – Karen Phillips**

**EHA (Early Help Assessment) Named person – Karen Phillips**

**Policy statement**

We provide an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential.

* Our pre-school has regard for the Special Educational Needs and Disability Code of Practice (2014).
* We have in place a clear approach for identifying, responding to, and meeting children’s SEN[[1]](#footnote-1).
* We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
* We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
* We monitor and review our policy, practice and provision and, if necessary, make adjustments.

**Procedures**

* The SENCO’s work closely with other colleagues and have responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for coordinating provision for children with SEN within our setting.
* We ensure that the provision for children with SEN is the responsibility of all members of the setting.
* We ensure that our inclusive admissions practice provides equality of access and opportunity.
* We provide a broad, balanced and differentiated curriculum for all children.
* We apply SEN support to ensure early identification of children with SEN.
* We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress. We evaluate and review Individual Support Plans (ISPs) for children with special educational needs. The ISP is a working document and all staff are encouraged to write progress on targets.
* We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes.

**SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS Cont’d**

* We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
* Where appropriate, we consider children’s views and wishes in decisions being made about them, relevant to their level understanding.
* To implement our Supporting Children with Special Educational Needs Policy our funding co-coordinator places a request for one to one support funding through Southend Early Years.
* We liaise and work with other external agencies to help improve outcomes for children with SEN to plan, implement, monitor, evaluate and review individual support plans (I.S.P) (example attached); including a transition to another setting/school.
* Where a child attends two or more settings ISPs are shared.
* We have systems in place for referring children for further assessment e.g. Early Help Family Support Assessment (EHFSA) and Education, Health and Care (EHC) assessment. Where a child attends two or more settings we propose that a request for an EHFSA or an EHC are completed by the setting where the child attends the most hours or has attended for the longest period of time. This procedure ensures the Child and Family’s needs are fully met and the required supporting documents are available.
* We ensure that all our staff are aware of Kingsway Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide support for parents, practitioners and volunteers.
* Where possible and relevant staff will attend courses and training on special educational needs in order to fully support the children within the setting. We will raise awareness to such specialist training i.e. Makaton.
* We raise awareness of our special education provision (local offer) via our website and on the SHIP directory.
* We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews/audits, reflection in staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed as required or within our Policy review systems.
* We provide a complaints procedure.

**Further guidance**

* Early Years Foundation Stage Statutory Framework (DfE 2017)
* Working Together to Safeguard Children (DfE 2018)
* Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)
* Guide to the Equality Act and Good Practice (2015)
* SEND Code of Practice for the Early Years (2014)

Manager\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## KINGSWAY PRE-SCHOOL

## JANUARY 2023

**PROMOTING POSITIVE BEHAVIOUR**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| * 1. Child development   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 | 3.2 Supporting every child  3.3 The learning environment | 4.4 Personal, social and emotional development |

**NAMED PERSON – Jennifer Hubbard**

**Policy statement**

At Kingsway Pre-school we believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

**Procedure:**

1. We appoint a member of staff as behaviour coordinator to oversee and advise on the team’s responses to challenging behaviour.
2. All staff are provided with handbook which includes guidance on understanding children’s behaviour.
3. Staff undertake relevant training to help understand and guide appropriate models of behavior.
4. We support all staff, children, and families at the setting to promote a positive model with regard to friendliness, care, and courtesy and to offer strategies for handling conflict.
5. This Policy and any relevant literature including strategies and guidance will be shared with families at the setting to support parents in understanding behaviours.
6. Adults in the pre-school will praise and endorse desirable behaviour such as kindness and willingness to share.
7. We will work within Social and Emotional Aspects of Development (SEAD) strategies, including the use of audits.
8. Kingsway Pre-school will address unwanted behaviours using a consistently applied 3 step intervention approach.

**PROMOTING POSITIVE BEHAVIOUR cont’d**

**Step 1**

* We will ensure that EYFS guidance relating to ‘behaviour management’ is incorporated into relevant policy and procedures;
* We will apply the setting’s procedures (above) in Promoting Positive Behaviour;
* The behaviour coordinator will undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied.
* Ensure that all staff are supported to address issues relating to behaviour including applying initial intervention and focused intervention approaches as detailed below.

**Step 2**

* We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
* Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
* If the behaviour continues to reoccur and remains a concern then the key person and SENCO should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting then the behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour.
* If a trigger is identified then the SENCO and/or key person will meet with the parents to plan support for the child through developing an Individual Support Plan (ISP). If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.
* All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

**Step 3**

* If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.

**PROMOTING POSITIVE BEHAVIOUR cont’d**

* It may be agreed that an Early Help Assessment (EHA) process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child’s behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding Children and Child Protection Policy. In some situations, it may be decided that the child be referred for an Education, Health and Care (EHC) assessment. (See Supporting Children with SEN policy)
* Any advice provided by external agencies should be incorporated into the child’s action plan and regular multi-disciplinary meetings held to review the child’s progress.

*Initial intervention approach*

* We use an initial problem-solving intervention for all situations in which a child or children are distressed on in conflict. All staff use this intervention consistently.
* This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
* If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.

*Focused intervention approach*

* In situations whereby a Childs behaviour result in the continued concern for the child and/or others the setting the key worker will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) with the behavior coordinator, senco and/or manager in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
* If the behaviour continues then the key person and/or behaviour coordinator should liaise with parents to discuss any other possible reasons for the behaviour and to agree next steps.
* If a cause for the behaviour is not known or only occurs whilst in the setting then the key person, behaviour coordinator and Manager will observe, reflect, and identify causes and functions of unwanted behaviour in the wider context using the STARR method which uses key observations to identify

**S**: SETTING – Where did the behaviour take place? (For example, in the garden, in the home-corner in the main room?)

**T**: TIME AND DATE – Is there a pattern? (For example, just before snack time, on a Tuesday morning?)

**T**: TRIGGER – An event or activity that occurred immediately before a particular behaviour. (For

example, change in routine, wanting a particular toy.)

**A**: ACTION – What behaviour was observed at the time of the incident?

**R**: RESPONSE – What procedures need to be put in place to support the child?

**PROMOTING POSITIVE BEHAVIOUR cont’d**

* Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

*Use of rewards and sanctions*

All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.

* Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a ‘prize’ is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be ‘compliant’ and respond to meet adult’s own expectations in order to obtain a reward. If used then the type of rewards and their functions must be carefully considered before applying.
* We celebrate and promote positive self-esteem for the children by awarding a ‘star of the day’ for something they have achieved or done. In addition, the ‘Kingsway cup’ is sent home with a child following an outstanding achievement or event.
* Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in ‘time out’. However, if necessary, children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

*Use of physical intervention*

* The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child’s attention.
* Staff should not use physical intervention – or the threat of physical intervention, to manage a child’s behaviour unless it is necessary to use ‘reasonable force in order to prevent children from injuring themselves or others or damage property ‘(EYFS).
* If ‘reasonable force’ has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child’s file, which states clearly when and how parents were informed.
* Corporal (physical) punishment of any kind should never be used or threatened.

**PROMOTING POSITIVE BEHAVIOUR cont’d**

*Rough and tumble play and fantasy aggression*

* Young children often engage in play that has aggressive themes, such as Superhero and weapon play as part of their development. Children learn important lessons by exploring these themes in a safe environment. Fantasy play themes often offer opportunities for us to explore concepts of right and wrong, strength and power, identity etc.
* Whilst some children appear pre-occupied with these themes their behaviour is not necessarily a precursor to hurtful behaviour, although it may be inconsiderate at times and need addressing using rules to contain play that are agreed with the children and understood by them.
* Where there are concerns regarding threatening or aggressive behaviour, we will refer to the 3-step approach above.

*Challenging Behaviour/Aggression by children towards other children*

* Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
* If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed and advised of the setting’s response to the incident.
* The designated person (For Safeguarding and/or a Manager) will make a written record of the incident, which is kept in the child’s file; in line with the *Safeguarding children* policy.
* The designated person should complete a risk assessment related to the child’s challenging behaviour to avoid any further instances.
* The designated person will contact children’s social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child’s challenging behaviour is an indication that they themselves are being abused.
* Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
* Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
* Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have ‘theory of mind’ and a higher level of reasoning and thinking, all of which are complex skills that most pre-school children have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to be a reflection of the child’s emotional well-being, their stage of development or a behaviour that they have copied from someone else.

**PROMOTING POSITIVE BEHAVIOUR cont’d**

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children canlead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long term behaviour. This label can stick with the child for the rest of their life.

*Challenging unwanted behaviour from adults in the setting*

* Kingsway Preschool will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
* Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
* Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child’s file and is reported to the setting manager. The procedure is explained and the parent asked to comply while on the premises. An ‘escalatory’ approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign awritten agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child’s place.
* Staff at Kingsway are provided with full guidance on grievance procedure within their staff handbook.

Manager …………………………………… Committee Chair……………………………………………..

**ORGANISATION**

### ADMISSIONS POLICY (INC FEES)

### 30 HOUR FUNDING POLICY

##### **NON PAYMENT OF FEES POLICY**

##### **PARENTAL INVOLVEMENT POLICY**

##### **SETTLING IN PRE-SCHOOL – POLICY AND PRACTICE**

##### **THE ROLE OF THE KEYPERSON**

##### **WORKING WITH OUTSIDE AGENCIES POLICY**

##### **INFORMATION SHARING POLICY**

## KINGSWAY PRE-SCHOOL

## DECEMBER 2021

### ADMISSIONS POLICY (including Fees)

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

**PARENT CO-ORDINATOR AND TRANSITION CO-ORDINATOR – Jo Keeble**

**Policy statement**

It is our intention to make Kingsway Pre-school accessible to children and families from all sections of the local community. We aim to ensure that everyone in our community has access to the setting through open, fair and clearly communicated procedures. In order to accomplish this we will:

* Ensure that the existence of our setting is advertised in places accessible to all sections of the community.
* Ensure that information about our setting is accessible, using simple plain English, in written and spoken form
* Look to try and provide translated written materials where language needs of families suggest this is required, or gain access to an interpreter using the resources available to us.
* We arrange our waiting list in birth order. In addition, our policy may take into account the following:
* the age of the child, with priority given to children who are eligible for the funded entitlement – including eligible two year old children;
* the length of time on the waiting list;
* the vicinity of the home to the setting;
* whether any siblings already attend the setting; and
* The capacity of the setting to meet the individual needs of the child.
* Keep a place vacant, if this is financially viable, to accommodate an emergency admission.
* Describe the Pre-school and its practices in terms that make it clear that it welcomes fathers and mothers, and all carers, including child minders, and other relations.
* Monitor and review our practices to ensure we treat each child and their family with positive regard and understanding of difference and ability - additional needs, gender, family structure, class, background, religion, ethnicity or competence in spoken English...
* Monitor and review our practices to enable children and/or parents with disabilities to take part in the life of the setting.
* We monitor the needs and background of children joining our setting during registration and settling in, to ensure that no accidental or unintentional discrimination is taking place.
* We make our Diversity and Equality Policy widely known and available to all families. See Website

**Admissions cont’d**

* Once a child has started with us, a personal family appointment will be made with our parent coordinator and/or key worker do discuss individual needs, the settings prospectus, and polices etc.
* We will consult with families on an individual need basis regarding our opening times and we will make small temporary adjustments during a settling in period. Our term times are set by local government and

generally correspond with local primary schools. We offer breakfast and lunch clubs in order to try and meet some additional provision needs out of our daily session times

* We work to accommodate the needs of individual children and families by offering varied options for attendance, however we advocate a minimum of two sessions be taken during the week; on different days in order to provide continuity and help with settling in.
* Our enrolment procedure includes a non-refundable nominal fee. (The current cost of one session). This covers all administration costs and as many visits as the child may require in their transition into pre-school.
* The setting will require specific information from Parents in advance of their child being admitted to the setting, this will include amongst other information the following,
* Emergency contact numbers,
* Any special educational needs
* Dietary requirements/food allergies
* Doctor and Dentist information
* Written parental permission for the setting to seek emergency treatment should it be necessary.
* Parental permission for observation and photographs to be taken of their child for the EYFS learning journey folder.
* Immunization history.
* Birth certificate number (Original to be seen and a copy uploaded to the Childs Tapestry Learning Journal)
* Information about who has parental responsibility for the child or who has legal contact with the child, who is allowed/will be collecting the child.

**Please see our Settling in and Role of the Key Worker Policies.**

**Fees**

For a child to keep her/his place at the setting, fees must be paid in advance.

We are in receipt of nursery education funding for eligible two, three and four year olds; where funding is not received, then fees will be applied.

* During induction periods we will inform parents/carers of the current sessions fee and that fees are payable in advance either half-termly or termly. It is at the discretion of the Pre-school and committee to make an alternate payment agreement.
* We will issue an email invoice stating the full amount owed at the start each half term. This is broken down by current cost per session, how many sessions are being paid for and for the period of time the sessions cover.
* We may issue reminders to parents/carers either verbally or written in text or email if fees are outstanding.
* Fees must be paid directly into our bank – no cash or cheques will be accepted.
* Tax free childcare and other recognized childcare voucher scheme payments are accepted for payments made directly to bank
* A receipt can be requested for all payments received.
* Fees must still be paid if children are absent for a short period of time; for example through illness, days out or for holidays.
* Where a session is altered, for example a trip to the woods then the Childs place is still allocated and staff employed to ensure ratios are correct, therefore the usual sessions fees will apply.
* Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn. For example if fees are not paid or dishonoured the Management and Committee may at their discretion refuse the child admission to the setting for the fee payable session/s. The session/s may then be offered to families from our waiting list.

**Please see our Non-Payment of fees Policy for procedures to pursue all unpaid fees.**

Signed Manager……………………………………………………………………………

Signed Chairperson………………………………………………………………………

## KINGSWAY PRE-SCHOOL

## NOVEMBER 2018

30 Hour Funding Policy

|  |  |  |  |
| --- | --- | --- | --- |
| 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 context |  |

Kingsway are committed to offering high quality childcare to all families in our community, as such we recognise the need for 30 hours free childcare to be offered to all parents of 3 and 4-year-old children who are working and meet the eligibility criteria. In order for Kingsway Pre-school to offer this provision and remain viable we restrict the number of 30-hour places we offer.

Under our Policy we will allocate the limited 30-hour places on a first come first served basis using the following procedures.

* The 30-hour entitlement must be applied for in the term before you would like the funding to begin. (Cut off dates for applications are 31st December, 31st March and 31st August)
* Parents must complete fully and accurately their application using the HMRC application process.
* To request up to 30 hours of funding with us you will need to notify us of your Unique 11-digit reference number (eligibility code), along with your National Insurance Number and your Childs Birth Certificate. (Original, copies will not be accepted)
* We will verify your code with the local authority and confirm your Childs enrolment if sessions are available.
* Eligibility does not automatically guarantee the 30 hours can be offered exclusively at Kingsway Preschool; however, 30 hours can be shared between 2 settings; including registered childminders. Funding will not apply until the term after your Childs 3rd or 4th Birthday.
* If you become unemployed you must notify us immediately.
* To retain your Childs additional sessions, it is the Parents responsibility to regularly confirm that they are still eligible for free childcare – you will be sent a reminder to re confirm by HRMC/Government.
* If you fail to reconfirm the local authority will notify us and Kingsway will consider you are no longer eligible for the 30 hours and the additional sessions can be offered to children on our waiting list. In this instance the universal 15 hours Early Education Entitlement for 3 and 4-year olds will still be available to you at Kingsway Pre-school
* If a parent/s becomes unemployed there will be a ‘grace period’ where the 30 hours will remain funded. Parent/s will need to find out the terms and duration of their grace period.
* After this grace period if the parent/s have not gained employment and re confirmed eligibility the place will be offered to children on our waiting list. Again, in this instance the universal 15 funded hours Early Education Entitlement for 3 and 4-year olds will still be available for your child at Kingsway Pre-school.
* The additional sessions can be retained after the grace period has ended. However, you will be invoiced for the additional hours above the universal 15 funded hours Early Education Entitlement for 3 and 4-year olds. Please refer to our non-payment of fees policy.
* If you are no longer eligible for the 30 hours and choose not to pay fees for the additional sessions your Childs 30-hour place will not be held for them after the grace period has ended and we will offer the sessions to children on our waiting list.
* If parent/s gain employment after the grace period then the initial process will begin again and offers of additional sessions will be subject to availability.
* If no sessions are available your Childs name will be added to our waiting list.

Manager\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## KINGSWAY PRE-SCHOOL

## OCTOBER 2020

**NON PAYMENT OF FEES POLICY**

**STATEMENT OF INTENT**

As a Charitable Committee run Pre-school, we do not operate for profit and therefore require all fees to be paid in advance in order to meet our outgoing expenses. We aim to ensure our financial stability by having a fair and consistent process for pursuing non-payment of fees. (Please also see the Fees section on Admission Policy). It is our policy to pursue *all* unpaid fees through the County Court for the recovery of the settings money.

**PROCEDURES**

If a family has used the services provided by the setting without payment or their payment has been repeatedly dis-honoured the setting will begin with the following staged procedure. The child at the Management and Committees discretion may be refused admission to the setting at any time in this process for the fee payable session/s. The session/s may then be offered to families from our waiting list.

1. We will Issue an ‘Overdue fees’ letter asking for payment in full within a specified time. If payment is received within the specified time, no further action will be taken.
2. If payment is not received within the specified time, a second overdue fees letter will be issued asking for payment in full within 14 days plus a £20 administration fee. If payment is received in full within fourteen days, no further action will be taken.
3. If after 14 days full payment or a payment plan, agreed by the settings Management and Committee have not been received, a ‘Final Warning’ letter will be issued plus a further £20 administration fee. A cash payment must then be made in full to the setting or a payment plan agreed within 7 days of the final warning letter. If an agreed payment plan is later defaulted on, then the full amount outstanding, including administration costs become due immediately.
4. If payment is not received within 7 days, the setting will immediately begin proceedings in the County Court for which we charge an administration fee of £50 and all court costs. If the setting is required to attend at County Court, costs will be applied at a rate of £25 per hour.

Signed Manager………………………………………………………………………....

Signed Chairperson……………………………………………………………………….

## KINGSWAY PRE-SCHOOL

## MAY 2022

##### **PARENTAL INVOLVEMENT POLICY**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.1 Child 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 | 3.1 Observation  3.2 Supporting every child  3.4 The wider context | 4.4 Areas of development and learning |

**Parent Co-coordinator – Jo Keeble**

**Aim**

We actively promote partnership with parents to promote the well-being of children and their families. This includes signposting parents to support as appropriate and providing parent mornings.

We believe that families are central in all services we provide for young children. They are involved in all aspects of their child’s care, their views are actively sought and they are actively involved in the running of the setting in various ways.

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.

The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property’.

* We believe that parents are children’s first and most enduring educators and our practice aims to involve and consult parents on all aspects of their child’s well-being.
* We also recognise the important role parents must play in the day-to-day organisation of the provision.
* We consider parents views and expectations and will give the opportunity to be involved in the following ways:
* sharing information about their child’s needs, likes, achievements and interests
* settling in their child with an agreed plan according our settling in procedures
* taking part in children’s activities and outings
* contributing with ideas, fundraising or resources as appropriate to enhance the curriculum of the setting
* contributing to assessment with information, photos and stories that illustrate how their child is learning within the home environment, taking part in day-to-day family activities
* taking part in planning, preparing, or simply participating in social activities organized with and by the Committee
* taking part in a parent feedback to encourage the democratic participation of parents in discussions about the day-to-day organisation of the setting, consulting about new developments and other matters as they arise
* involvement in the review of policies and procedures
* Ofsted and setting contact details are available on [www.kingswaypreschool.co.uk](http://www.kingswaypreschool.co.uk) for parents who have a complaint that cannot be resolved with the setting managers in the first instance, or where a parent is concerned that the EYFS standards are not being maintained Please see Complaints Procedures. Ofsted contact number 0300 123 1231

**Procedures**

* We work to ensure all parents are included; that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
* We inform all parents about how the setting is run and its policies. This is done during visits, in a welcome pack and through notices and emails. Parents are asked to sign on the registration form that they are aware of policies and can access through our website, [www.kingswaypreschool.co.uk](http://www.kingswaypreschool.co.uk) including our Safeguarding *Children and Child Protection* policy and our responsibilities under the Prevent Duty. We check to ensure parents understand the information that is given to them.
* Parents are made to feel welcome in the setting; they are greeted appropriately, there is adult seating and provision for refreshment.
* Every effort is made to accommodate parents who have a disability or impairment.
* Every effort is made to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
* The expectations we make on parents are made clear at the point of registration.
* There is a clear expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
* There is sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
* Key persons support parents in their role as the child’s first and most enduring educators.
* Key persons work with parents to carry out an agreed plan to support a child’s special educational needs.
* Key persons work with parents to carry out any agreed tasks where a child protection plan is in place.
* We inform all parents about their children's progress in Tapestry online learning journals, including the progress check at age two. A meeting with your Childs key worker can be requested at any time.
* We actively encourage parents to contribute their own skills, knowledge and interests to the activities of the setting. We welcome the contributions of parents, in whatever form these may take.
* We provide opportunities for parents to learn about the Early Years Foundation Stage (EYFS) and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child’s learning in the setting: informally through helping out or taking part in activities with their child. We offer parent workshops and invite all parents/ carers and family to attend.
* Parents are involved in the social and cultural life of the setting and actively contribute. We encourage parental support on trips out to ensure adequate ratios and invite all parents & children.
* As far as possible the service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
* There are effective means for communicating with parents on all relevant matters and a Complaints procedure for parents and service users is referred to when necessary.
* Information about a child and their family is kept confidential within the setting. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding their child’s development that need to be shared with another agency. Parental permission will be sought unless there are reasons not to, to protect the safety of the child.
* Parental consent is sought to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping. We seek specific parental consent to administer medication, Please see our Health - administering medication policy.
* Parents are actively encouraged to participate in decision making processes via a parent feedback.
* In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at Kingsway Preschool:
* Admissions Policy.
* Complaints procedure.
* Record of complaints.
* Developmental records of children.

Signed Manager………………………………………….. Signed Chairperson ……………………………..

**KINGSWAY PRE-SCHOOL**

## SEPTEMBER 2022

SETTLING IN PRE-SCHOOL – POLICY AND PRACTICE

|  |  |  |  |
| --- | --- | --- | --- |
| **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  2.3 Key person | 3.2 Supporting every child  3.3 The learning environment  3.4 The wider context | 4.4 Personal, social and emotional development |

**Policy Statement**

To feel securely settled and ready to learn, children need to form attachments with the adults who care for them at the setting, primarily a key person, but others too. In this way they feel part of a community; they are able to contribute to that community and receive from it. Very young children, especially two- to three-year-olds, approach separation from their parent with anxieties, older children have a more secure understanding of ‘people permanence’ and are able to approach new experiences with confidence; but also need time to adjust and feel secure. It is the entitlement of all children to be settled comfortably into a new environment.

We follow a three-stage model of settling in based on three key needs:

1. *Proximity* - young children feel safest when a familiar adult, such as a parent, is present when they are getting used to a new carer and new surroundings.
2. *Secure base*– Because the initial need for proximity of the parent has been met, young children gradually begin to feel secure with a key person in a new surrounding so that they are able to participate independently for small periods of time.
3. *Dependency* – young children are able to separate from parents’ and main carers when they have formed a secure attachment to their key person/familiar adults who knows and understands them best and on whom they can depend for their needs to be met.

**Two-year-olds starting a setting for the first time**

A two-year-old may have little or no experience of group care. As part of gathering information from parents, it is important to find out about the child’s experience of non-parental care, for example grandparents, or childminder; this informs staff as to how a child may respond to a new situation.

# Promoting proximity

* To settle in a two-year-old, the setting will go through the process of the child and parent/carer having short visit/s to the setting and to share a variety of information regarding activities available to the children and for them to experience play in the setting.
* We allocate a Key person for each child. The key person welcomes and looks after the child and his/her parents during any visits.
* The key person prepares for the child’s visits by having a favourite toy or activity ready for the child to provide a means to interact with the child.

**Promoting secure base**

* It is evident that the child is developing a sense of secure base when he or she shows interest in activities and begins to engage with the key person and other children. Then the parent/ carer may gradually start to spend short periods of time sat away from their child
* Children may require a comforter or transitional toy to help them feel secure and familiar.
* Separation causes anxiety in two-year-olds, as they have no concept of where their parents have gone. Parents should always say goodbye and tell them when they will return. Patience with the process will ensure children are happy and eager to come to play and be cared for in the setting.

**Promoting dependency**

* We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities. This is shared with parents through Tapestry online journals.

**Three- and four-year-olds**

Most children of this age can move through the stages more quickly and confidently.

# Promoting proximity

* We invite parents/carers to support transition by visiting the pre-school with their children before an admission is planned and share a variety of information regarding activities available to the children and for them to experience play in the setting.
* We allocate a Key person for each child. The key person welcomes and looks after the child and his/her parents during any visits.
* The key person prepares for the child’s visits by having a favourite toy or activity ready for the child to provide a means to interact with the child.

**Promoting secure base**

* We encourage parents when appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.
* We introduce flexible admission procedures if appropriate, to meet the needs of individual families and children.
* We stagger our intake by introducing a few new children each day during a week rather than 10 children at once.
* Parents leave their children at the door, we ask them to say goodbye to their child and explain that they will be coming back, and when.

**Promoting dependency**

* We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities. This is shared with parents through Tapestry online journals.

**When Children do not seem to settle**

* We do not believe that leaving a child to cry for an extended time will benefit them in their settling in, we consider it will prevent their learning therefore we will endeavour to comfort, reassure and distract the child, if they are unable to settle we will, with the parents work on an alternate settling in plan.
* We 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 children there.
* We work with parents to share information as required

**Moving from stepping stones to the main room**

* The children will already be familiar with the staff and children in main room from shared session times in the garden.
* When the child is between 2.5 yrs and 3 yrs old and a vacancy arises, the child may move to our upstairs room . a new key person is identified and parents are informed of who it will be.
* The current key person will spend time with the child in the new group, liaising with the new key person and ensuring that the child is familiar with the main room
* The child spends more time with the new key person building a relationship in order to help them cope in their new room.

**For Children identified as having SEND**

* If a child has been identified as having SEND then the key person/SENCO and parents in addition to the above will need to identify and address potential barriers to settling in e.g. timings of medication, specific routines and levels of support.

**For children whose first language is not English**

* For many children learning English as an additional language, the stage of proximity takes longer as the child is dependent upon the parents’ input to make sense of what is going on.
* If the parent does not speak English, efforts are made to source an interpreter for induction; it will be helpful for them to see around the setting and be clear about their role in interpreting in the play area.
* The settling-in programme is explained to the parent, and it is emphasised how important it is that they stay with the child and talk to him/her in the home language to be able to explain things.
* Through the interpreter, the key person will try to gauge the child’s level of skills in their home language; this will give the key person an idea of the child’s interests and levels of understanding.
* The need for the parent to converse in the child’s home language is important.
* The key person makes the parent feel welcome using smiles and gestures.
* With the parent, make a list of key words in the child’s home language; sometimes it is useful to write the word as you would pronounce it. These words will be used with the child and parents will be addressed with ‘hello’ and ‘goodbye’ in their language.
* The key person prepares for the child’s visits by having a favourite toy or activity ready for the child to provide a means to interact with the child.
* Children will be spoken to as per any other child, using gestures and facial expressions to help.
* When the child feels happy to spend time with the key person (secure base), the parent should spend some time away from the child.
* Progress with settling in will be done as with any other child; it just takes a little longer to reach dependency/independence.

**When a parent is unable or refuses to take part in settling in**

* Information about the ‘settling in’ plan is given at visits and the reasons are explained.
* If the parent feels that this will be difficult – perhaps another close relative can come in instead.
* Genuine difficulties need to be handled sensitively, but generally speaking this is not an issue where the parent has a choice not to attend with their child. A parent who refuses to take part in settling in may have the offer of the place withdrawn.

**Prolonged absences**

* If children are absent from the setting for any for periods of time beyond one or two weeks, their attachment to their key persons could have decreased and may need to be built up again.
* Parents are made aware of the need to ‘re-settle’ their children and a plan can be agreed.

Signed Manager………………………………… Signed Chairperson ……………………………..

## KINGSWAY PRE-SCHOOL

## JANUARY 2023

**THE ROLE OF THE KEYPERSON**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.2 Inclusive practise  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 |

*‘Each child must be assigned a key person’* (EYFS 2021)

Babies and young children need to form a secure attachment to key person when they join the setting to feel safe, happy, and eager to participate and learn.

**The key person role**

* A key person builds an on-going relationship with the child and his/her parents and is committed to that child’s well-being while in the setting.
* The Key Person ensures relevant paperwork for registration have been completed by parents/carer, including consent forms and is on file.
* Every child that attends is allocated a key person before they begin settling in - it is not the responsibility of the child to choose their own key person.
* When required a ‘back up’ key person will be identified for a child so that they can fulfil the role in the absence of the main key person, for example, during annual leave or extended sickness.
* The key person conducts the progress check at age two for their key children.
* The role is fully explained to parents on induction and the key person named.
* The key person is central to settling a child into the setting. The setting managers and key person explain the need for a settling in process and agree a plan with the parents.
* The number of children for each key person takes into account the individual needs of children and the capacity of the key person to manage their cohort; it is also influenced by children and staff sessions. The setting manager should aim for consistency but the setting cannot guarantee the Key person will be all sessions with all their key children
* Key person and their key groups are displayed clearly in the room
* The key person spends time daily with his or her key group to ensure their well-being,record their progress on Tapestry and plan for future learning opportunities.

**Parents**

* Key persons are the first point of contact for parents with regard to matters concerning their child and any concerns parents may have are addressed with the key person in the first instance.
* An appointment can be made to speak with your childs key person, please ask.
* Key persons support parents in their role as the child’s first and most enduring educators.
* The key person is responsible for the child’s developmental records on Tapestry, completing the progress check at age two (if applicable),and for sharing information about progress with the child’s parents

**Learning and development**

* The key person helps to ensure that every child’s learning and care is tailored to meet their individual needs. This is achieved through regular observation and assessment of children, using information gathered about their achievements, interests and learning styles to plan for each individual child’s learning and development.
* If a child’s progress in any of the prime areas gives cause for concern, the key person must discuss this with the setting manager or SENCO and the child’s parents. If an Individual support plan (ISP) is required the Key person will be included in creating targets, delivering them and recording progress. Please see our SEND Policies

**Back-up key person**

* The role of the back-up key person is to step in when the main key person is absent or unavailable to provide a stable and consistent care relationship for the child.
* Parents are informed if there is to be any temporary changes to the Key person and assured that given the set up of Kingsway Pre-school the back up key person will be someone the child is familiar with.
* The back-up key person shares information with parents in the key person’s absence and makes notes in the child’s records where appropriate.
* The back-up key person ensures information is shared with the key person.

**Safeguarding children**

* The key person has a responsibility towards their key children to report any concern about their development, welfare or child protection matter to the setting manager and to follow the procedures in this respect.
* Regular supervision with the setting manager provides further opportunities to discuss the progress and welfare of key children.

**Please see our Settling in Policy and Procedures**

Signed Manager………………………………… Signed Chairperson ……………………………..

## KINGSWAY PRE-SCHOOL

## APRIL 2023

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Keeping safe  1.4 Health and well-being | 2.1 Respecting each other | 3.4 The wider context |  |

**Working in partnership with other agencies**

**Policy statement**

Kingsway Pre-school actively promote partnership with parents and recognise the importance of working in partnership with other agencies to promote the well-being of children and their families. We will never sell or share your data with an organisation to use for their own purposes. Please refer to our Privacy notice for data use and funding with the local authority.

**Procedures**

* We work in partnership or in tandem with local and national agencies to promote the wellbeing of children.
* Procedures are in place for sharing of information about children and families with other agencies. These are set out in our Privacy Notice, Registration form, External Agency Involvement form, Information Sharing consent letter and policy, Ethnic code form, Safeguarding Children and child protection procedures, Special Educational Needs policy and our promoting positive behavior policy.
* Information shared by other agencies (third party information) is also kept in confidence and not shared without consent from that agency.
* When working in partnership with staff from other agencies, individuals are made to feel welcome in the setting and professional roles are respected.
* Staff follow the protocols for working with agencies, for example on child protection.
* Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other children during their visit.
* Staff do not casually share information or seek informal advice about any named child/family.
* We consult with and signpost to local and national agencies who offer a wealth of advice and information promoting staff understanding of issues facing them in their work and who can provide support and information for families. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and early education, or adult education.

**Working in partnership with other agencies cont’d**

**Schools**

* Kingsway work in partnership with schools to assist children’s transition to school, and share information as per procedure noted on Registration and consent to Information sharing.
* The setting managers actively seek to forge partnership with local schools with the aim of sharing best practice and creating a consistent approach.

Signed Manager………………………………… Signed Chairperson ……………………………..

## KINGSWAY PRE-SCHOOL

## JULY 2022

**Information sharing Policy**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Keeping safe  1.4 Health a and well-being | 2.1 Respecting each other | 3.4 The wider context |  |

*‘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 2018)* [Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)

**Policy statement**

Kingsway 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 authorization 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.

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

The three critical criteria are:

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

**Procedures**

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

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.

1. *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.*

At Kingsway we ensure parents

* Receive a copy of our Privacy Notice and information when starting their child in the setting and have a current version of the Privacy Notice available on our website.
* Are aware of our policies and procedures including our Information Sharing Policy, and Safeguarding/Child protection Policy and how to access them when their child joins the setting.
* Our Registration Form informs Parents/carers of our information sharing with schools/other settings, in our welcome packs families complete an external agencies involvement form. If any other circumstances arise when information will need to be shared with external agencies, for example, with regard to any special needs the child may have then additional consent is acquired.

1. *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.*

* Kingsway staff discuss concerns about a child routinely in supervision and as a concern may arise, any actions are recorded. This is in line with our Safeguarding Children and Child Protection Policy which sets out the duty of all members of our staff to refer concerns to our managers team leader, or designated safeguarding person, The Managers will contact children’s social care for advice where they have doubts or are unsure; if they need to share information without the consent to disclose.

1. *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 managers are conversant with this and are able to advise staff accordingly or will seek advice.

1. *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 officers 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.

1. *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 set out how and where information should be recorded and what information should be shared with another agency when making a referral.

1. *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 Kingsway Preschool for their child, they will need to 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. This information may also be covered verbally when the child starts or be included in Registration and inductions.
* Parents sign our Registration Form 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 assess the need to share:
* Is there a legitimate purpose to us sharing the information?
* Does the information enable the person to be identified?
* Is the information confidential?
* If the information is confidential, do we have consent to share?
* Is there a statutory duty or court order requiring us to share the information?
* If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
* If the decision is to share, are we sharing the right information in the right way?
* Have we properly recorded our decision?
* Consent must be *freely given and* *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.
* Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
* Consent may be withdrawn at anytime. We would ask that this be made in writing and a record kept.
* *Seperated 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 Kingsway’s paramount commitment, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection Policy.

Manager …………………………………………………….. Chairperson…………………………………………

**HEALTH/HYGIENE AND SAFETY**

* **EMERGENCY EVACUATION – INSIDE**

**MAIN ROOM AND STEPPING STONES ROOM**

* **EMERGENCY EVACUATION - GARDEN**
* **RISK ASSESSMENT POLICY**
* **SAFETY – POLICY AND PROCEDURES**
* **HEALTH – POLICY AND PROCEDURES**
* **ORAL HEALTH**
* **NO SMOKING POLICY**

* **HYGIENE**
* **ANIMALS**
* **FOOD AND DRINK POLICY AND PRACTICE**
* **SELECTING EQUIPMENT / TOYS POLICY AND PRACTICE**

## KINGSWAY PRE-SCHOOL

## SEPTEMBER 2019

**EMERGENCY EVACUATION - INSIDE**

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

**Named person –** **Sally Archer/Roma Evans**

**PROCEDURE**

1. Blow whistle and call emergency, ensure staff and children in garden are informed
2. Ring 999
3. All children come to the main door and line up in single file (head count to be taken and all members of staff and children accounted for) Staff member to make sure all rooms of the pre-school are empty
4. Staff will collect register/contact box/phone/keys.
5. The children are led through the emergency exit door, one adult at the front of the line and one at the back with adults at regular intervals in the line.
6. The last adult to leave will shut exit doors behind them.
7. Proceed down the stairs turn left through the emergency doors to the main foyer of the church, exit out of main doors. Once outside turn left towards Kingsway, then turn left into Kingsway and walk up the road. The assembly point will be at the corner of Kingsway and Southborough Drive. The children will line up and the register will be taken.
8. If the emergency (fire) is in the main foyer of the church, the procedures will be the same until you reach the bottom of the stairs, then turn right into church hall, and then exit via the emergency doors by the kitchen. Key to padlock on gate can be found in church hall on hook by Emergency exit door. Another key can be found on a hook inside the black double doors. Exit through the garden and use the emergency doors at the rear of the garden. Follow the emergency doors (shutting the door as we leave) to exit to an alley into Kingsway. Turn left and walk toward the corner of Kingsway and Southborough Drive, this is the assembly point. As before the children will line up and the register will be taken.
9. When safe to return, walk back into building and repeat headcount.
10. If unable to return to building parents will be called to collect the children.

Signed Manager……………………………………………………………….....

Signed Chair……………………………………………………………………….

## KINGSWAY PRE-SCHOOL

## SEPTEMBER 2019

**EMERGENCY EVACUATION – Stepping Stones room**

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

**Named person – Sally Archer/Roma Evans**

**PROCEDURE**

1. Blow whistle and call emergency, ensure staff and children in garden are informed
2. Ring 999
3. All children come to the corridor door (at rear of church) and line up in single file (head count to be taken and all members of staff and children accounted for) Staff member to make sure stepping stones room and toilet are empty
4. Staff will collect register/contact book/phone/keys
5. The children are led through the emergency exit door, one adult at the front of the line and one at the back.
6. The last adult to leave will shut exit doors behind them.
7. Proceed out the door and turn left on Kingsway and walk up the road. The assembly point will be at the corner of Kingsway and Southborough Drive. The children will line up and the register will be taken.
8. If the emergency (fire) at rear of the church, Exit through the garden and use the alley into Kingsway. (Key for alley on hook inside black double doors) Turn left and walk toward the corner of Kingsway and Southborough Drive, this is the assembly point. As before the children will line up and the register will be taken.
9. When safe to return, walk back into building and repeat headcount.
10. If unable to return to building parents will be called to collect the children.

Signed Manager ………………………………………………………………...........

Signed Chairperson …………………………………………………………………….

## KINGSWAY PRE-SCHOOL

## SEPTEMBER 2019

**EMERGENCY EVACUATION – GARDEN**

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

**Named person – Sally Archer/Roma Evans**

NOTE THE KEYS TO THE GATE OF ALLEY CAN BE LOCATED IN THE MAIN HALL BY THE FIRE EXIT DOOR, ANOTHER SET CAN BE FOUND BEHIND THE DOUBLE BLACK DOORS AT THE REAR OF THE GARDEN

**PROCEDURE**

1. Blow whistle and call emergency, ensure staff and children upstairs are informed.
2. Ring 999
3. All children come to the back gate and line up in single file
4. The children are led through the emergency route to the rear of the garden, one adult at front of the line and one at the back with adults at regular intervals in the line.
5. The last adult to leave will check everyone is out of the garden and will shut gate behind them.
6. Proceed through the alley and turn left into Kingsway. The assembly point will be at the corner of Kingsway and Southborough Drive. The children will line up and the register will be taken.
7. Depending on where emergency is another exit to the rear of the garden is via the double black fire exits. Follow the fire exits to the street of Kingsway and go to assembly point, following procedure as above.
8. If the emergency (fire) is towards the rear end of the garden, the procedures will be to line up at the front exit of the garden and proceed into the foyer, out of the main door (shutting the door as we leave) and walk along the pavement towards the same assembly point as above.
9. When safe to return, walk back into setting and repeat headcount.
10. If unable to return to building parents will be called to collect the children.

Signed Manager………………………………………………………………

Signed Chair………………………………………………………………….

## KINGSWAY PRE-SCHOOL

## JANUARY 2020

**Risk assessment**

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

**Policy statement**

Kingsway Pre - school 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 minimizing the hazards and risks to enable the children to thrive in a healthy and safe environment.

Risk assessment means: *Taking note of aspects of your workplace and activities that could cause harm, either to yourself or others, and deciding what needs to be done to prevent that harm, making sure this is adhered to.*

The law does not require that all risk is eliminated, but that ‘reasonable precaution’ is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures – they are the ones with first-hand knowledge as to whether the control measures are effective – and they can give an informed view to help update procedures accordingly.

This policy is based on the five steps below:

* Identification of a risk: Where is it and what is it?
* Who is at risk: Childcare staff, children, parents, etc?
* Assessment as to whether the level of a risk is high, medium, low. This takes into account both 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.

**Procedures**

*Our risk assessment process covers adults and children and includes:*

* determining where it is helpful to make some written risk assessments in relation to specific issues, to inform our practice, and to demonstrate how we are managing risks if asked by parents, carers or external agencies.
* Checking for and noting hazards and risks indoors and outside, in our premises and in the activities/resources we provide; a daily tick list is used for this
* Assessing the level of risk and who might be affected;
* Deciding which areas need attention, if any;
* Developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and cost implications.
* For daily/regular trips for example to schools and local shops etc we have a simplified risk assessment detailing date, time, names and where visiting.
* One off trips are risk assessed prior to the visit and if applicable we follow the risk assessment guidance of the venue. For example, using public transport, woods trip, farm etc.
* We maintain a daily tick list of health and safety issues, that are performed daily before the session begins as well as evidencing those that are checked on regular basis (such as smoke alarms) and records of termly evacuation procedures.
* We take precautions to reduce the risks of exposure to Legionella (Legionnaires disease) and other health concerns. We ensure that staff are familiar with the HSE guidance and risk assess accordingly.
* Annual Regulatory Health and safety checks such as electricity and Gas are arranged by the Church and copies of certificates are filed.
* Kingsway carry out risk assessments using a reflective journal for work practice such as:
* preparation and serving of food/drink for children; cooking activities,
* Children with food intolerances, allergies or specific dietary requirements
* changing children;
* supervising outdoor play and indoor/outdoor climbing equipment;
* the use and storage of substances which may be hazardous to health, such as cleaning chemicals;
* visitors to the setting who bring equipment or animals as part of children’s learning experiences;
* assessment, use and storage of equipment for disabled children;

**Legal framework -** Management of Health and Safety at Work Regulations (1999)

**Further guidance -** Five Steps to Risk Assessment (HSE 2011)

Legionnaires’ Disease – A Brief Guide for Duty holders (HSE 2012) [www.hse.gov.uk/pubns/indg458.pdf](http://www.hse.gov.uk/pubns/indg458.pdf)

Signed Manager………………………………………………………………

Signed Chair………………………………………………………………….

## KINGSWAY PRE-SCHOOL

## JULY 2020

**SAFETY – POLICY AND PRACTICE**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Keeping safe  1.4 Health and well being | 2.1 Respecting each other  2.2 Parents as partners | 3.3 The learning environment  3.4 The wider context | 4.2 Active learning  4.4 Areas of Development and learning |

**Named persons– Sally Archer/Roma Evans**

The above have undertaken health and safety training and regularly update their knowledge and understanding of their role.

*This policy should be read alongside all our Health, Hygiene and Safety policy*

Kingsway Pre-school believes that the safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff, visitors and volunteers by the following;

***Insurance cover***

* We have public liability insurance. The certificate is displayed on notice board at top of stairs

***Awareness raising***

* Our induction training for staff, volunteers and students 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.
* We keep records of these induction training sessions and new staff, volunteers and students are asked to sign the records to confirm that they have taken part.
* We explain health and safety issues 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 training plans of named staff, and health and safety is discussed regularly at our staff meetings.
* We operate a no-smoking policy. See policy
* We make children aware of health and safety issues through discussions, planned activities and routines.
* We display the necessary health and safety poster on the landing at top of stairs.

***Safety of children and adults***

* Children are supervised by adults at all times and will always be within sight and/or hearing of an adult.
* Whenever children are on the premises at least two adults must be present.
* If a member of staff is in the building alone the front door is locked from inside.
* Adults must not walk around holding hot drinks or place them within reach of children.
* A correctly stocked first aid box is available at all times both inside and outside.
* First aid box are checked and replenished at regular intervals by a designated person.
* We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment. Poster for manual handling displayed.
* We provide safe equipment for adults to use when they need to reach up to store equipment or to change light bulbs.
* We ensure that all warning signs are clear and in appropriate languages.

***Activities, resources and repairs***

* Before purchase, donation or loan, we check equipment and resources to ensure that they are safe for the children.
* Equipment offered to children is developmentally appropriate recognizing that materials suitable for an older child may pose risk to younger/less mature children.
* We keep a full inventory of all items in the setting for audit and insurance purposes.
* The layout of our play equipment allows adults and children to move safely and freely between activities.
* All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
* We make safe and separate from general use any areas that are unsafe because of repair is needed.
* All our materials, including paint and glue, are non-toxic.
* We ensure that sand is clean and suitable for children's play.
* Physical play is constantly supervised.
* We teach children to handle and store tools safely.
* Where children have fallen asleep, we check on them at regular intervals of at least every ten minutes. They are always in full view of the adults in the room.
* If children fall asleep in-situ, it may be necessary to move or wake them to make sure they are comfortable.
* 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 managers.
* Activities such as cooking, woodwork and energetic play will have close and constant supervision.
* The premises are checked before locking up at the end of the day/session.

***Outdoor area***

* Our outdoor area is securely fenced. All gates and fences are childproof and safe.
* Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used. A daily tick list risk assessment is used
* Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
* We leave receptacles upturned to prevent collection of rainwater. Where water can form a pool on equipment, it is emptied and cleaned before children start playing outside.
* Our outdoor sand pit is covered when not in use and is cleaned regularly.
* We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that sun cream is applied and hats are worn during the summer months.
* We supervise outdoor activities at all times; and particularly children on climbing equipment and using water.

***Record keeping***

* All adults are aware of the system in operation for children’s arrival and departures’, ensuring an adult is at the door during these periods.
* Children are logged in/out and irregular times put in register.
* Children will only be permitted to leave the setting with a known authorized adult. We use a password system for the collection of children when a new person is planning to collect them.
* A book is available at each session for the reporting of any accidents or incidents.
* Regular safety monitoring will include checking of the accident/incident records.
* Safety – checks and risk assessments are made before every session
* We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

***Hygiene***

* We seek information from the Public Health England 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 the both rooms, kitchen area, toilets and nappy changing areas. Children do not have unsupervised access to the kitchen area.
* We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings, conforming to latest government guidance.
* The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.
* We implement good hygiene practices by:
* cleaning tables between activities;
* cleaning and checking 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 towels at nappy changing.

***Control of substances hazardous to health***

* Our Staff implement the current guidelines of the *Control of Substances Hazardous to Health Regulations (COSHH)*. located in cupboard with cleaning materials
* We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used and where they are stored.
* Hazardous substances are stored safely away from the children.
* We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
* We keep all cleaning chemicals in their original containers.
* Where natural cleaning resources are made by us and used in a bottle, they are clearly marked with the bottle contents
* We have steam cleaners for use within the setting to minimize some chemical use.
* We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained.
* bleach; anti-bacterial soap/hand wash are not routinely used unless specifically advised during an infection outbreak such as Pandemic flu;
* anti-bacterial cleaning agents, is used in the toilets, nappy changing area and food preparation areas. Anti-bacterial spays are not used when children are nearby.
* Environmental factors are taken into account when purchasing, using and disposing of chemicals and in making our own natural cleaning products
* All members of staff are vigilant and use chemicals safely.
* Members of staff wear protective gloves when using cleaning chemicals.
* All medicines are stored out of reach of children. See administering Medicine Policy

***Fire safety***

* Fire doors/exits are checked and are never obstructed
* Fire drills are held at least twice a term, and logged in diary (time, how long to leave premises etc.)
* Fire extinguishers are checked annually (organized by the church) and staff are aware of how to use them.

***Windows***

* Our windows are secured so that children cannot climb through them. (Fitted with minimizing opening locks above first floor or high-level openings)
* We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.

***Doors***

* Low level glass doors are made from materials that prevent accidental breakage – safety glass
* We take precautions to prevent children's fingers from being trapped in doors.
* The main door operates on a latch lock system and has CCTV.

***Floors and walkways***

* All our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.
* Walkways and stairs are left clear and uncluttered.
* A Stair gate is in place at the top of the stairs.

***Electrical equipment***

* We ensure that all electrical equipment conforms to safety requirements and is checked regularly. Electrical equipment is PAT tested as part of the Church’s safety policy.
* Heaters, wires and leads are properly guarded and we teach the children not to touch them.
* Use of electrical sockets in our setting are rotated for required use to prevent overloading.
* We switch electrical devices off from the plug after use.
* We ensure that the temperature of hot water is controlled to prevent scalds.
* Lighting and ventilation is adequate in all areas of the setting.

***Storage***

* All our resources and materials, which are used by the children, are stored safely and clearly labelled.
* All our equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

***Jewellery and accessories***

* Our staff do not wear jewellery or fashion accessories, such as belts or high heels, that may pose a danger to themselves or children.
* Parents are encouraged not to send children with jewellery, however if worn Parents must ensure that any jewellery worn by children pose no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.

Signed Manager ………………………………………………………………………………

Signed Chair …………………………………………………………………………………..

## KINGSWAY PRE-SCHOOL

## APRIL 2021

**HEALTH – MANAGING CHILDREN WHO ARE SICK, INFECTIOUS, OR WITH ALLERGIES**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| * + Child development   + Inclusive practice   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  3.4 The wider context | 4.1 Play and exploration  4.2 Active learning |

**Named person – Sally Archer/Roma Evans**

**Policy statement**

Kingsway Pre-school aim to provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic trigger.

**Procedures for children who are sick or infectious**

* If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach we will call the parents and ask them to arrange collection of their child. If parents are not immediately available we will call the emergency contact numbers.
* If a child has sickness and/or diarrhoea we will make them comfortable and keep them away from the majority of the group until collected.
* If a child has a temperature or is feeling cold, we adjust clothing and coverings to make them comfortable and await collection. Their temperature is taken using a forehead thermometer.
* All children who fall ill during a session are attended to by an adult until collected.
* In extreme cases of emergency, an ambulance is called and the parent informed. All parents sign a first aid permission slip, allowing emergency treatment or hospital admittance by pre-school staff.
* We can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
* Parents are asked not to bring into the pre-school any child who has been vomiting and/or had diarrhoea until at least 48 hours has elapsed since the last episode.
* Where children have been prescribed antibiotics for an infectious illness or complaint, we ask parents to keep them at home for 48 hours before returning to the setting.
* If the children of pre-school staff are unwell, the children will not accompany their parents/carers to work in the pre-school.
* If a child is diagnosed with an infection or illness parents are asked to inform the pre-school as to the nature of the infection so that we can alert other parents and make careful observations of any child who seems unwell in order to try and limit an outbreak.
* Some activities, such as sand and water play, and self-serve snacks where there is a risk of cross-contamination may be suspended for the duration of any outbreak.
* We have a list of excludable diseases and current exclusion times. The full list is obtainable from [www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities](http://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities)

and includes common childhood illnesses.

***Reporting of ‘notifiable diseases’***

* If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to Public Health England. These can be seen at <https://www.gov.uk/notifiable-diseases-and-causative-organisms-how-to-report>
* When we become aware, or are formally informed of the notifiable disease, our Manager will inform Ofsted and contacts Public Health England, and act on any advice given.

***Nits and head lice***

* Nits and head lice are not excludable if the condition is being actively treated; although in exceptional cases we may ask a parent to keep the child away until the infestation has cleared.
* On identifying cases of head lice, we inform all parents, and ask them to treat their child and all the family if they are found to have head lice.
* A sheet with advice on treatment and prevention is available within the setting or from your local Pharmacist. Further information can be found at <https://www.gov.uk/guidance/head-lice-pediculosis>

**Hygiene precautions for dealing with body fluids**

These are the same for all children and adults.The HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids.

* We wear single-use vinyl gloves and aprons when assisting with toileting, changing children’s nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
* We rinse soiled clothing and bag it for parents to collect, along with any towels and washable cloths used by the child.
* We clear spills of blood, urine, faeces or vomit using mild disinfectant solution and mops; any cloths used are disposed of with waste.
* We clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit using a disinfectant.

**Procedures for children with allergies**

* When children start at the setting, we ask their parents if their child suffers from any known allergies. This is recorded on the Registration Form.
* A health care plan from the Asthma and Allergy Clinic may be supplied, in which case Kingsway will follow the details in this plan.
* Where a plan is not already in place Kingsway reserves the right to defer the child from starting until a care plan is supplied.
* Details are recorded on the care plan, this will include;
  + The allergen (i.e., the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.).
  + The nature of the allergic reactions (e.g., anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.).
  + What to do in case of allergic reactions, any medication used and how it is to be used (e.g., EpiPen).
  + Control measures - such as how the child can be prevented from contact with the allergen.
  + Review date
  + The care plan form is kept in the child’s personal file.
* An individual medicine form is completed with full details of medications supplied – Please see our Health - administering medication policy
* The Childs picture and allergy are displayed on our allergy board where staff can see it.
* Staff are aware of 14 common allergens.
* All snacks are purchased and provided by the setting.
* Kingsway has a no nut policy. Whilst the setting refrains from the use of nuts and nut products we can only follow information on food packaging as to the allergy advice.
* Parents are made aware of the above so that no nut or nut products are accidentally brought in, for example in packed lunches.

**Insurance requirements for children with allergies and disabilities**

* If necessary, our insurance will 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 our insurance provider must be obtained to extend the insurance.
* In addition, Ofsted will need to be advised of the settings current additional insurance provision. At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.
* Treatments, such as inhalers or EpiPen’s are immediately accessible in an emergency.

***Oral medication:***

* Asthma inhalers are regarded as ‘oral medication’ by insurers and so documents do not need to be forwarded to our insurance provider. Oral medications must be prescribed by a GP or have manufacturer’s instructions clearly written on them.
* A Medication record form must be fully completed when it is first received by the setting and signed by the parent/carer. Medication should be provided to the setting in its original packaging with clear written instructions on how to administer such medication.
* We adhere to all risk assessment procedures for the correct storage and administration of the medication.
* We must have the parents or guardians prior written consent. This consent must be kept on file. (Please see Health – administering medication Policy)

***Life-saving medication and invasive treatments:***

* For children requiring adrenaline injections (Epipens/Jext Pens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc.) or invasive treatments such as rectal administration of Diazepam (for epilepsy). We must have:
* A letter/care plan from the child's GP/consultant stating the child's condition and what medication if any is to be administered; this may be in the form of a care plan.
* Written consent from the parent or guardian allowing Kingsway Staff to administer medication;
* If staff require specialist training, 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 must be documented.
* Written confirmation that we hold this information will be sent to the Early Years Alliance Insurance team for appraisal. Written confirmation that the insurance has been extended will be issued by return.
* For children requiring assistance with tubes to help them with everyday living e.g., breathing apparatus, to take nourishment, colostomy bags etc. we must have:
* Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
* The Childs Key person/Senco must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.
* Copies of all letters relating to these children must first be sent to the Early Years Alliance Insurance team for appraisal Written confirmation that the insurance has been extended will be issued by return.
* If we are unsure about any aspect, we contact the Early Years Alliance Insurance team on 020 7697 2585 or email [insurance@eyalliance.org.uk](mailto:insurance@eyalliance.org.uk/)

**HEALTH – 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. We ensure that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements.

In many cases, it is possible for children’s GPs 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. It is advised that the parent keeps the child at home for the first 48 hours as to give time for the medication to take effect. In particular if a child has not had a medication before this will ensure there are no adverse effects.

Kingsway staff are 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/Team Leaders are responsible for the overseeing of administering medication. We notify our insurance provider of all required conditions, as laid out in our insurance policy.

The pre-school will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed. One member of staff is responsible for the first aid box which complies with current health and safety (first aid) regulations1981. <http://www.hse.gov.uk/firstaid/legislation.htm> All members of staff are able to take action to apply first aid treatment in the event of an accident involving a child and/or adult. The first aid qualification held by each member of staff includes training for infants and young children.

**Procedures**

* Children taking prescribed medication must be well enough to attend the setting.
* If possible, the child’s parent/carer will be asked to return to administer the medicine.
* We will only administer medication when it has been prescribed for a child by a doctor (or other medically qualified person). It must be in-date and prescribed for the current condition.
* Where children require lifesaving medication such as EpiPen/jext pens these will be kept in close vicinity to the child at all times. (Upstairs, in garden or on trips out).
* Non-prescription medication, such as pain relief (e.g., Calpol) will not be administered unless specifically prescribed by a Doctor or health professional for a current medical condition.
* Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children. On receiving the medication, the receiving member of staff checks that it is in date and prescribed specifically for the current condition.
* Parents must give prior written permission for the administration of medication. The staff member receiving the medication will ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
* the full name of child and date of birth;
* the name of medication and strength;
* who prescribed it;
* the dosage and times to be given in the setting;
* the method of administration;
* how the medication should be stored and its expiry date;
* any possible side effects that may be expected;
* The signature of the parent, their printed name and the date.
* The administration of medicine is recorded accurately on the reverse of the medication record sheet each time it is given and is signed by the person administering the medication. Parents are shown the record at the end of the session and asked to sign the record sheet to acknowledge the administration of the medicine. The medication sheet records the:
* name of the child;
* name and strength of the medication;
* date and time of the dose;
* dose given and method;
* signature of the person administering the medication;
* Parent’s signature. (at end of session)
* If the administration of prescribed medication requires medical knowledge, we obtain training for the relevant members of staff by a health professional.
* If rectal diazepam is given, another member of staff must be present and co-signs the record sheet.
* 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.
* We monitor the medication records to look at the frequency of medication given in the setting. For example, a high incidence of antibiotics being prescribed for a number of children at similar times may indicate a need for better infection control.

***Procedure for administering asthma pumps***

Any child requiring a blue reliever asthma pump in the setting must have a named pump and spacer in the setting for their use. In the event that a child or adult known to us has an attack but does not have their named pump or spacer we will use that of another person.

Children with a prescribed Asthma pump are required to have an asthma care plan. If the child does not have an existing plan the setting can make a referral to the Asthma and Allergy clinic.

In the event of an asthma attack we will follow this procedure:

* The child is sat up, kept calm, tight clothing loosened and a member of staff gets their pump;
* The child takes 2 puffs of their reliever inhaler, preferably through the spacer;
* If there is no immediate improvement a further 2 puffs can be given after 2 minutes and thereafter every two minutes until symptoms improve up to a maximum of 10 puffs*,* times and doses must be recorded on individual medication form.
* If their asthma symptoms improve call the parents and inform them of the attack, allow the child to return to play as soon as they are ready.
* We will call 999 if the child has any of the following:
* The Childs symptoms do not improve in 5-10 minutes,
* The child is too breathless to talk,
* The Childs lips turn blue,
* Ensure the child takes 2 puffs of their inhaler every 2 minutes until the ambulance arrives.
* Full details are logged within their individual medication form.

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

* Our insurers may need to be notified and relevant documents provided to them.
* We carry out a risk assessment/care plan for each child with a long-term medical condition that requires on-going medication. This is the responsibility of our manager alongside the key person. Other medical or social care personnel may need to be involved in the assessment.
* Parents will also contribute to an assessment/plan. 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 form part of the assessment.
* The assessment includes vigorous activities and any other 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 advice is sought from the child’s GP if necessary, where there are concerns.
* An individual health/care plan for the child is drawn up with the parent; outlining the key persons role and what information must be shared with other adults who care for the child.
* The individual health plan should include the measures to be taken in an emergency.Parents receive a copy of the individual health plan and each contributor, including the parent, signs it.
* We review the individual health plan every six months, or more frequently if necessary. This includes reviewing the medication, e.g., changes to the medication or the dosage, any side effects noted etc.
* Parents read and signs the health care plan and can request a copy at any time.
* This procedure should be read alongside our Health – Managing children who are sick, infectious or with allergies Policy

***Storage of medicines***

* All medication is stored safely in a locked cupboard or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box/bag.
* The child’s key person/Manager/team leader is responsible to ensure that any medicine is handed back at the end of the day to the parent if required.
* For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when- required basis. Key persons check that any medication held in the setting, is in date and return any out-of-date medication back to the parent. Where new medication is bought in to replace outdated medicine the medication records will need to be amended.

***Managing medicines on trips and outings***

* If children are going on outings, the key person/manager/team leader will accompany the children with a risk assessment, and is fully informed about the child’s needs and/or medication.
* Medication for a child is taken in a sealed plastic box/bag clearly labelled with the child’s name. Inside the box is a copy of the medication records, including all the details that need to be recorded in the medication record as stated above.
* On returning to the setting if medication has been administered the parent is shown details, including the time and dose of medicine and signs it to say they are aware of what has taken place on the trip.
* If a child on medication has to be taken to hospital, the child’s medication is taken in a sealed plastic box/bag clearly labelled with the child’s name. Inside the box/bag is a copy of the medicine consent form signed by the parent.
* This procedure should be read alongside the outings procedure.

Signed Manager……………..................................... Signed Chairperson…………………………………………

## KINGSWAY PRE-SCHOOL

## APRIL 2023

**Oral Health Policy**

**Promoting Health and hygiene**

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

The setting provides care for children and promotes health through promoting oral health and hygiene, encouraging healthy eating, healthy snacks and tooth brushing.

* Fresh drinking water is available in all rooms and garden at all times and easily accessible.
* Sugary drinks are not served.
* In partnership with parents, Children are introduced to an open free-flowing cup and from 12 months are discouraged from using a bottle.
* Only water and milk are served with morning and afternoon snacks.
* Children are offered healthy nutritious snacks.
* Parents are discouraged from sending confectionary as part of lunch.

**How Oral health is promoted at the setting**

* Oral hygiene activities are included in planning and where budget allows individual toothbrushes to take home are provided as part of the activities.
* Resources for the children are available in the setting such as books, puzzles
* In general discussions Children are encouraged to brush their teeth as part of their daily routine.
* Information about oral health is promoted to parents/carers periodically in emails and as part of parent/carer mornings in leaflets and books.
* Details of registered dentist are requested on registration form and external agency involvement form. Parents are asked if they would like signposting to Dental health.

**Pacifiers/dummies**

Parents are *advised* to stop using dummies/pacifiers once their child is 12 months old.

* If a child joining the setting is using a pacifier/dummy we will work with families in minimizing the need for the dummy during the settling in period.
* Dummies that are damaged are disposed of and parents are told that this has happened.

**Further guidance**

Infant & Toddler Forum: Ten Steps for Healthy Toddlers [www.infantandtoddlerforum.org/toddlers-to-preschool/healthy-eating/ten-steps-for-healthy-toddlers/](http://www.infantandtoddlerforum.org/toddlers-to-preschool/healthy-eating/ten-steps-for-healthy-toddlers/)

Signed Manager……………..................................... Signed Chairperson…………………………………………

## KINGSWAY PRE-SCHOOL

## MAY 2020

**No-smoking Policy**

**Promoting health and hygiene**

**Policy statement**

Kingsway Pre-School complies with Health and Safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors.

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

**Procedures**

* All staff, parents/carers and volunteers are made aware of our no-smoking policy.
* No-smoking signs are displayed prominently.
* The no-smoking policy is stated in our welcome letter for parents and families.
* 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. See [www.smokefree.nhs.uk](http://www.smokefree.nhs.uk)
* Staff who smoke do not do so during working hours.
* E-cigarettes are not permitted to be used on the premises.
* Staff who do smoke or use E-cigarettes do not do so whilst representing Kingsway in uniform, this includes before coming into setting and on journey home.
* We ask Staff who smoke/ use e-cigarettes to make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.
* Staff are made aware that failure to adhere to this policy may result in disciplinary action.
* It is a criminal offence for employees to smoke in smoke-free areas, with a fixed penalty of £50 or prosecution and a fine of up to £200.

**Legal framework**

* The Smoke-free (Premises and Enforcement) Regulations (2006)
* The Smoke-free (Signs) Regulations (2012)

Signed Manager…………………………………….......... Signed Chairperson…………………………………………

## KINGSWAY PRE-SCHOOL

## DECEMBER 2019

**HYGIENE**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| * 1. Keeping safe   2. 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  3.3 The learning environment  3.4 The wider context | 4.4 Personal, emotional and social development. |

To prevent the spread of infection we will ensure that the following good practices are observed, we will seek information from the Public Health England to ensure that we keep up-to-date with the latest recommendations.

We implement good hygiene practices by:

* Cleaning tables between activities;
* Replacing resources regularly, i.e. Sand, play dough.
* Cleaning and checking toilets regularly; Introduced Natural cleaning/anti bac spray
* Wearing protective clothing - such as aprons and disposable gloves - as appropriate;
* Providing sets of clean clothes and/or bags for children to store own clothes;
* Providing tissues and wipes.
* Discussing hygiene practices in general play, in circle time and with support of resources such as books.

**Please also see our Health, and Food/Drink Policies**

**Personal Hygiene**

* Staff will maintain good personal hygiene at all times
* Hands are washed after using the toilet. Notices re-enforce this.
* Children are supported to learn about personal hygiene.
* Children with pierced ears are not allowed to share or try on each other’s earrings.
* Tissues are always available. Soiled tissues are disposed of hygienically.
* Children are encouraged to shield their mouth and nose when coughing and sneezing; by using inside of elbow
* An air hand dryer is available, or paper towels used and disposed of appropriately.

**Cleaning and Clearing**

* We have a daily cleaning routine for the setting, which includes the main room, kitchen area, and toilets.
* A parent volunteer towel/Tea towel washing rota is in place.
* We regularly clean resources and equipment, dressing-up clothes and furnishings.
* Tables used at lunch time are wiped and disinfected before and after lunch.
* Rubber gloves must always be used when cleaning up spills of bodily fluids.
* Any spills of blood, vomit or excrement must be wiped up and flushed away down the toilets.

**Hygiene – cont’d**

* Floors and other affected surfaces disinfected according to manufacturer’s instructions.
* Fabrics contaminated with body fluids must be thoroughly washed in hot water.
* Spare laundered clothing is available in case of accidents and polythene bags available to put the soiled clothing in. Parents take home their childs soiled clothing to clean.
* In addition to the above the Church employs a cleaner who cleans the toilets and the floor in main room on a weekly basis.

**Nappy Changing and Toilet Training**

* No child is excluded from participating at Kingsway 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 provide nappy changing facilities and exercise good hygiene practices 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.
* Parents are required to bring their child at the start of session in a clean nappy/pull up.
* Parents are asked to provide suitable nappies, pull ups, wipes and spare underwear for their child.
* All staff during a session are aware of the children in nappies and pull ups or currently trying toilet training and are available to change the soiled/wet nappy.
* The child requiring a nappy change will have privacy from the main room.
* A separate towel for each child is laid over the changing mat before they are changed and is sent home for the Childs parent/carer to wash.
* Staff will wear gloves to change a nappy.
* Due to current limited facilities at the setting the children are changed when wet/soiled and not as a matter of course.
* All soiled/wet nappies are disposed of in a bag and put in a bin.
* The children are encouraged to take an interest in using the toilet and to follow hygiene procedures of washing hands with soap and water.
* Older children are encouraged to be independent when using the toilet and reminded of hygiene.

Signed Manager………………………………………………………………………………….

Signed Chairperson…………………………………………………………………………………

## KINGSWAY PRE-SCHOOL

## APRIL 2020

**ANIMALS**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| * 1. Keeping safe   2. Health and well being | 2.3 Supporting learning | 3.3 The learning environment | * 1. Play and exploration   4.4 Knowledge and understanding of the world |

**Policy statement**

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

***Animals/Creatures in the setting as pets***

* We choose our pet/s according to their suitability to our premises and our attendance in the setting. As well as any allergies or issues that individual children may have any to specific animals or creatures.
* We seek information with a knowledgeable person for any hygiene or safety risks posed by the animal/s.
* We provide suitable housing for the animal/s and ensure this is cleaned out regularly. Staff wear disposable gloves when cleaning housing.
* We ensure at least one member of staff is knowledgeable of the pet’s welfare and dietary needs and ensure that the correct food is offered, at the right times.
* We make arrangements for weekend and holiday care for the animal/s.
* We teach children the correct handling and care of the animal or creature and supervise them at all times.
* Children wash their hands after any dealings with the animal/s and do not have contact with animal soil.

***Animals/Creatures visiting the setting***

* Animals/creatures visiting do not pose a health risk. They must be disease free and safe to be with children.
* If animals/creatures are brought in by visitors to show the children, they are the responsibility of their owner.
* The owner carries out a risk assessment, detailing how the animal/creature is to be handled and how any safety or hygiene issues will be addressed.
* Children wash their hands after any contact with animals/creatures

***Visits to farms etc***

* We follow our supervision of children on outings and visits procedure.
* Risk assessments are carried out prior to visits. taking into account the venues own risk assessment.
* We contact the venue in advance of the visit to ensure that there has been no recent outbreak of E. coli or other infections. If there has been an outbreak, we will review the visit and may decide to postpone it.
* Children wash and dry their hands after any contact with animals.
* Suitable outdoor footwear must be worn and should not be worn on return to setting/indoors before it is cleaned.
* We advise staff and volunteers who are/may be pregnant to consult their GP before the visit.

Signed Manager…………………………………….......... Signed Chairperson…………………………………………

## KINGSWAY PRE-SCHOOL

## FEBRUARY 2020

**FOOD AND DRINK POLICY**

|  |  |  |  |
| --- | --- | --- | --- |
| **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, emotional and social development |

**FOOD HYGIENE – CLARE SAWH**

**Food and Drink Policy Statement**

Kingsway regard snack and meal times as an important part of our day. Eating represents a social time for children and adults, and helps children to learn about healthy eating. At snack times we aim to provide nutritious food, which meets the children's individual dietary needs. Children who attend all day provide their own packed lunch. Further information on healthy eating and allergens can be found at <http://www.nhs.uk/change4life/Pages/change-for-life.aspx> and http://www.food.gov.uk

**Procedures**

* We record information about each child's dietary needs in the Registration Form and parents sign the form to signify that it is correct.
* Through discussion with parents and research reading, we ask about dietary needs and preferences, including any allergies. We obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans. We take account of this information in the provision of food and drinks. (See the Managing Children who are Sick, Infectious or with Allergies Policy.)
* We ask parents to ensure that our records of their children's dietary needs – including any allergies - are up-to-date and inform us immediately of any changes. Parents sign the updated 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 use the whiteboard on stairs to display information on snacks provided. This includes allergen information.
* We aim to provide nutritious snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
* We include foods from the diet of multi-cultural backgrounds, providing children with familiar foods and introducing them to new ones.

**Food and Drink Policy Cont’d**

* We have a NO NUT policy. All food we purchase does not contain nuts and we ask parents to ensure nuts or nut products are not provided in packed lunches.
* 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.
* In accordance with parents' wishes, we offer a chargeable breakfast club to children arriving early in the morning, (8am) an appropriate meal and drink are served.
* We inform parents who provide food for their children about the storage facilities available in our setting and advise them to use cool packs in warmer weather.
* In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
* We show sensitivity in providing for children's diets and allergies. We 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.
* Milk (1/3 pint per day) is funded for every child through cool milk and Milk and More. For children requiring non dairy milk parents provide this – No nut derived options can be accepted or served.

***Packed lunches***

Children who receive 3 or 4 year old funding are given the option to stay for the whole day (two sessions) with us. We do not have the facility to provide meals or heat food therefore parents/carers are required to bring a suitable packed lunch for their child at the start of the morning session/lunch club session.

* We offer a lunch club (as a chargeable extra) to children who are only attending the morning session (stay on till 12.30) or afternoon session (join us at 11.30)
* Lunch boxes are stored on a special lunch box trolley outside the main room;
* It is the responsibility of the parents/carers to ensure perishable contents of packed lunches contain an ice pack to keep food cool;
* All children staying for lunch will wash their hands before they sit down;
* Healthy lunch guidelines are supplied to parents of funded children who bring in a packed lunch;
* We encourage parents to provide a sandwich with a healthy filling or similar carbohydrate based food, fruit/vegetables, and milk based deserts, such as yoghurt. A treat can also be included. We discourage sweet drinks and can provide children with water. Fizzy drinks are not permitted;
* All foods are required to be in their original packaging with ingredients listed. If an item does not have this or packaging states may contain or produced in a factory that handles nuts we will explain to the children they cannot eat it at lunch time and return the item with a note advising of our No nut policy.

**Food and Drink Policy Cont’d**

* We reserve the right to exclude some food products being admitted to the setting in accordance with food allergies and maintaining the health of the children. This is in addition to our NO NUT policy.
* In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another;
* For safety grapes and other large foods need to be cut to child safe sizes, notes are periodically sent home as reminders
* Children are encouraged to eat their sandwich or carbohydrate food first. If a treat is included we encourage the children to eat their fruit, vegetables and/or yoghurt before this;
* We 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;
* Lunch time staff sit with children to eat their lunch so that the mealtime is a social occasion.
* Lunch time sessions run from approximately 11.45 to 12.15.
* Children paying for Lunch Club will join us at 11.30am and stay for the afternoon session or leave at 12.30pm if attending the morning session.

**Food Hygiene Policy Statement**

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

We are registered as a food provider with the local authority Environmental Health Department.All our staff follow the guidelines of Safer Food, Better Business.

**Procedures**

* Our staff observe current legislation regarding food hygiene, registration and training.
* Food is stored at correct temperatures. A fridge thermometer is used and information recorded.
* Food is checked to ensure it is in-date and not subject to contamination.
* All utensils, crockery etc. are clean and stored appropriately.
* We use supermarket and local suppliers for the food we purchase.
* Food preparation areas are cleaned before and after use.
* Children and adults wash their hands before any food preparation.
* Fruit and vegetables are washed before consumption.
* There are separate facilities for hand-washing and for washing-up.
* There is a colour coding system used for cleaning cloths, bowls and mops.
* Waste food is disposed of daily/ food waste is recycled.
* Children do not have unsupervised access to the food preparation area.
* 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 and do not have unsupervised access to equipment.

**Food and Drink Policy Cont’d**

***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 our setting, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.
* We will notify Ofsted as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and always within 14 days of the incident.

Signed Manager…………………………………………………………

Signed Committee Chairperson ……………………………………….

## KINGSWAY PRE-SCHOOL

## FEBRUARY 2019

**SELECTING EQUIPMENT / TOYS POLICY AND PRACTICE**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| * 1. Inclusive practice   2. Keeping safe | 2.3 Supporting learning  2.4 Key person | 3.1 Observation  3.2 Supporting every child  3.3 The learning environment | 4.1 Play and exploration  4.2 Active learning  4.3 Creativity and critical thinking  4.4 Areas of learning and development |

The equipment, resources and toys at Kingsway pre-school are selected to provide opportunities for children to consolidate learning and to develop new skills and concepts in the course of their play and exploration.

The equipment, resources and toys we provide:

1. Are appropriate for all ages and stages of development for the children in the pre-school
2. Offer challenges which cover the Prime and Specific areas of learning and development.
3. Feature positive images of our society. Please see our Equality and Diversity Policy.
4. Are tailored to meet individual needs, Including Children with special educational needs and disabilities.
5. Include a range of natural materials, which can be used in a variety of ways to encourage an open-ended approach to creativity and problem solving.
6. Will enable children with adult support to develop individual potential and move towards required learning outcomes and next steps.
7. Manufactured toys conform to all relevant safety regulations and are sound and well made.
8. A regular check made on all equipment and if damaged they are disposed of.
9. Are purchased from reputable companies.
10. If donated are checked for the suitability as outlined above.

## Signed Manager………………………………………………

## Signed Chairperson …………………………………………

**EMPLOYMENT**

* **STAFFING AND EMPLOYMENT POLICY**
* **STUDENT AND WORK PLACEMENT POLICY**
* **SUPERVISION POLICY**
* **LEARNING/COURSES AGREEMENTS AND POLICY AGREEMENTS**

## KINGSWAY PRE-SCHOOL

## APRIL 2019

**STAFFING AND EMPLOYMENT POLICY**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Keeping safe | 2.4 Key person | 3.4 The wider context | 4.4 Areas of development and learning |

**Staffing Policy statement**

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

* Children aged two years: 1 adult: 4 children:
  + at least one member of staff holds a full and relevant level 3 qualification; and
  + at least half of all other staff hold a full and relevant level 2 qualification.
* Children aged three years and over: 1 adult: 8 children:
* at least one member of staff holds a full and relevant level 3 qualification; and
* at least half of all other staff hold a full and relevant level 2 qualification.
* We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over as follows:
* there is at least one member of staff for every 13 children; and
* at least one other member of staff holds a full and relevant level 3 qualification.
* The number of children for each key person takes into account the individual needs of the children and the sessions they attend.
* We only include those aged 17 years or older within our ratios where they are competent and responsible. We may also include students on long-term placements and volunteers (aged 17 or over) and apprentices (aged 16 or over), where we deem them to be suitably qualified and experienced.
* A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or team leader.
* Our managers deploy our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight *or* hearing of staff at all times.
* All staff are deployed according to the needs of the setting and the children attending.
* Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
* Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
* We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person 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 and offers support in guiding their development at home. If that Key worker is absent for an extended period of time, we allocate an alternate *caretaker keyworker.* See Keyworker Policy
* 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.

**Employment Policy statement**

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

**Procedures**

*Vetting and staff selection*

* We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection. We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.
* We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
* All our staff have job descriptions, which set out their roles and responsibilities. Including any additional roles i.e. Health and safety, Safeguarding, Senco etc.
* We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
* Where an individual is already subscribed to the DBS Update Service, we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
* We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.
* We require that all our staff and volunteers keep their DBS check up-to-date by subscribing to the DBS Update Service throughout the duration of their employment with us
* Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us. (This question is raised at Supervision meetings)
* We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.
* Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person’s employment with us will be terminated.

*Notifying Ofsted of changes*

* We inform Ofsted of any changes to our Registered Person (trustees/director(s)/owner(s) our provision) and/or our manager.

*Training and staff development*

* Our managers and Team leaders hold the CACHE Level 3 Diploma for the Children and Young People’s Workforce, an equivalent or higher-level qualification and at least half of our other staff members hold a Level 2 Certificate or higher qualification.
* We provide regular in-service training to all our staff - whether paid staff or volunteers - through the Pre-school Learning Alliance and external agencies i.e. Southend Borough Council (Southend Learning Network)
* Where available our budget allocates resources to training. Priority being to first aid training
* We provide staff with induction training in the first week of their employment. This induction includes evacuation procedures, our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures are discussed and staff are informed of how to access Policies through our website. [www.kingswaypreschool.co.uk](http://www.kingswaypreschool.co.uk).
* We support the work of our staff by holding regular supervision meetings and appraisals. Supervision meetings are provided every term and more frequently if required.

*Staff taking medication/other substances*

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

*Managing staff absences and contingency plans for emergencies*

* Our staff take their holiday breaks when the setting is closed. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with our managers with sufficient notice in advance
* Where staff are unwell (or need to be home with their children who are unwell and take sick leave in accordance with their contract of employment,) they are required to organise cover to ensure ratios are maintained and to notify the management of the situation.
* Sick leave is monitored and action is taken where necessary, in accordance with the individual’s contract of employment.
* We have contingency plans as detailed above to cover short term absences of staff ensuring ratios are maintained and children have a caretaker keyworker. Where a member of staff is absent for an extended time, we will assess each case for its unique needs and introduce an interim plan.

Signed Manager ……………………………………………………………………

Signed Chairperson…………………………………………………………………

## KINGSWAY PRE-SCHOOL

## APRIL 2019

**STUDENT AND WORK PLACEMENT POLICY**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Keeping safe | 2.1 Respecting each other  2.4 Parents as partners | 3.2 The wider context |  |

We recognize that qualifications and training make an important contribution to the quality of the care and education we provide. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

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

**Procedures**

* We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
* We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
* We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
* We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
* We require students under the age of 17 years to attend a short interview meeting prior to Kingsway Preschool accepting the student.
* Students undertaking qualification courses who are placed in our setting on a short-term basis are not counted in our staffing ratios.
* Students (aged 17 and over) and apprentices (aged 16 and over) may be considered to be counted in the ratios if our managers deem them to be suitably qualified and experienced.
* We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
* We require students to keep to our Confidentiality and Client Access to Records Policy.
* Students whilst attending Kingsway are not permitted to baby sit / look after /child mind children who attend the group and are under the care of Kingsway as a strict confidentiality policy in place for the protection of the group, students, staff and families.
* Any information gained by the students about the children/adults in the pre-school MUST **REMAIN CONFIDENTIAL**
* Students required to conduct child studies will obtain written permission from the parents of the child to study. This must be available if the parents want to read it, and will not involve the use of photographs, the children’s full name and exact date of birth (month and year only)
* 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 organized and our policies and procedures.
* We communicate a positive message to students about the value of qualifications and training.
* 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.
* Students must not be under the influence of alcohol or any other substance which may affect their ability to look after children, including prescribed medication.
* The Setting has the right to terminate the placement if the student fails to adhere to any of the above.

Signed Manager ………………………………………………………………………………..

Signed Chairperson……………………………………………………………………………….

## KINGSWAY PRE-SCHOOL

## FEBRUARY 2021

**SUPERVISION POLICY**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.2 Inclusive practice  1.3 Keeping safe | 2.1 Respecting each other  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 |  |

**POLICY STATEMENT**

Kingsway Preschool views supervision meetings as a two-way discussion between a staff member and the Supervisor. For supervision to be effective each person must take equal responsibility for ensuring effective communication, co-operation and recognition of the value of supervision.

Supervision meetings ensure that employees are clear about their job role and are supported to do that job well. It is an opportunity to communicate standards, evaluate and review workload, performance and to identify learning and development needs. These meetings are part of day-to-day management and do not replace the annual appraisal.

**Procedures**

The management and staff at Kingsway pre-school have agreed to the following to ensure the standards of Supervision are met and any supervision (1-1) meetings will follow these procedures

1. One scheduled meeting per term. (Additional supervision may be required or requested, in which case meetings will be made as required)

2. Points to be addressed:

* Progress on action points from previous meeting
* Work load discussion (Inc next steps, planning requirement, Key children and developmental areas, Parents as partners)
* Views and concerns (Inc Job role, team issues, working relationships.)
* Positive feedback (Feedback on performance, recognition of work well done)
* Training and development needs (If required and /or available)
* Any other areas for discussion.
* DBS declaration statement is read to Supervisee

1. Record Keeping: Points discussed are recorded including action to be undertaken, by whom and date of next meeting.
2. All staff sign a declaration of continuous consent for the Manager to view their DBS status prior to supervision meeting using the update service.
3. A copy of guidelines, are given to all staff in their employment handbook.

Signed Manager……………..................................... Signed Chairperson…………………………………………

## KINGSWAY PRE-SCHOOL

### LEARNING AGREEMENT

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.2 Inclusive practise | 2.1 Respecting each other | 3.3 The learning environment  3.4 The wider context |  |

The purpose of this is to form an agreement with the group that will encourage an atmosphere of trust and sensitivity to enable us to work effectively together.

The principle of this being:

1. Each member of the group has a valid contribution to make and this will be valued and listened to.
2. Where there may be differences in views, then these will be heard sensitively or questioned in a way, which is constructive and helpful.
3. We expect that all of the group will take responsibility to address oppressive behaviour or language that may occur in a way that is sensitive and constructive.
4. We expect the group would support a general principle of confidentiality about personal feelings that are shared during the day.
5. We expect the group to keep all casework material shared during the working day confidential.
6. There may be a case where information needs to be shared, for example a child protection issue, in which case we need to identify as a group who the information needs to be shared with.

**I agree to adhere to the above Learning Agreement:**

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## KINGSWAY PRE-SCHOOL

**AGREEMENT TO POLICIES**

We the undersigned have read understand and agree to the policies that Kingsway Pre-school practise.

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## KINGSWAY PRE-SCHOOL

**AGREEMENT TO COURSES**

The following is a signed agreement stating that if Kingsway Pre-school pay towards a course the signed person will stay employed at Kingsway for 1 year. If the signed person terminates their employment with Kingsway before the year has elapsed, the cost of the course must be paid to Kingsway.

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## KINGSWAY PRE-SCHOOL

**STUDENT AGREEMENT**

We the undersigned have read and agree to the Work Placement and Student Policies that Kingsway Pre-school practise. We have received a copy of these policies and are aware of additional polices relating to Confidentiality and Child protection and Safeguarding.

NAME SIGNATURE DATE

NAME SIGNATURE DATE

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1. This includes disabled children with special educational needs [↑](#footnote-ref-1)