



ST JOHN'S PRE-SCHOOL MERROW GUILDFORD
POLICIES & PROCEDURES
MAY 2023

These policies and procedures were adopted at a meeting of St. John's Pre-school Merrow

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SAFEGUARDING CHILDREN

CHILDREN'S RIGHTS AND ENTITLEMENTS

Policy statement

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

SAFEGUARDING CHILDREN AND CHILD PROTECTION

(Including managing allegations of abuse against a member of staff)

Policy statement

St John's Pre-school intend to create an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. Our pre-school will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

Procedures

St John's Pre-school carry out the following procedures to ensure we achieve this.

Staff

- Our Designated Safeguarding Lead (DSL), Amanda Bazley, co-ordinates child protection issues.
- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children

- For all adults involved in the pre-school we will seek out training opportunities to ensure that they recognise the symptoms of possible physical abuse, neglect, emotional abuse and sexual abuse (PENS) and that they are aware of local authority guidelines for making referrals. We ensure that all staff know the procedures for reporting and recording their concerns in the pre-school.
- All staff are required to attend the course 'Working Together to Safeguard Children' within their first six months of joining us and update every 3 years thereafter. The DSL is required to attend a refresher every two years.
- Applicants for posts within the pre-school are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service before posts can be confirmed.
- We abide by Ofsted requirements in respect of references and Disclosure and Barring Service checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the pre-school or has access to the children.
- Adults will not be left alone for long periods with individual children or small groups.
- Adults who have not been appropriately registered will not accompany children to the toilet and will not work unsupervised.
- Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate advances.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the pre-school.
- We take security steps to ensure that we have control over who comes into the pre-school so that no unauthorised person has unsupervised access to the children.
- We take steps 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.

Responding to suspicions of abuse

- St John's Pre-school acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We would work with parents at the earliest opportunity to support families to get the right level of help at the right time.
- All staff are responsible for sharing concerns with, any significant changes in children's behaviour, any unexplained bruises or marks, any comments that children make that give cause for concern and any deterioration of the child's well-being.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- Where we believe a child in our care or known to us may be affected by any of these factors we follow the procedure for reporting child protection concerns.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the Head of Pre-school and DSL. The information is stored in a file specifically for concerns (the Child Protection file).
- We refer concerns to **C-SPA** (Childrens Single Point of Access) **0300 470 9100** and co-operate fully in any subsequent investigation.
NB In some cases this may mean the police or another agency identified by the Surrey Safeguarding Children Partnership.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the pre-school 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.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), signs or signals are observed 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;
 - 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 date and time; and
 - the names of any other person present at the time.
- If staff notice signs of bruising on non-mobile babies, this will be recorded and questions will be asked of parents/carers.
- These records are signed and dated and kept in the Child Protection file which is kept securely and confidentially. All members of staff know the procedures for recording and reporting.
- Where the Surrey Safeguarding Children Partnership (SSCP) stipulate the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the SSCP.
- The Head of Pre-school Amanda Bazley and / or the DSL will check on the SSCP's website monthly to verify that the correct procedure is being followed.
- The Head of Pre-school, Amanda Bazley subscribes to the update emails.

Informing parents

- Parents are normally the first point of contact. St John's Pre-school will discuss concerns with parents to gain their view of events unless we feel this may put the child in greater danger.
- We inform parents where we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Surrey

Safeguarding Children Partnership does not allow this, for example, where it is believed that the child may be placed in greater danger. If there are concerns regarding “significant harm” the child’s well-being and safety is paramount. This will usually be the case where the parent is the likely abuser. In these cases the social workers will inform parents.

Liaison with other agencies

- St John's Pre-school work within the Surrey Safeguarding Children Partnership guidelines.
- If the Head of pre-school, Amanda Bazley and / or the DSL have serious concerns they will contact the Surrey Safeguarding Children Partnership for advice and possible referral to Surrey County Council Social Services, the SSCP and Ofsted.
- We keep a copy of 'What to do if you're worried a child is being abused' and all staff are familiar with what to do if they have concerns.
- We maintain a list of contact telephone numbers to ensure that it is easy, in any emergency, for the pre-school and social services to work well together.
- We notify the registration authority (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.
- Important contact details:-

Children's referrals – CSPA 0300 470 9100 Mon-Fri 9am-5pm

Emergency Duty Team – out of hours – 01483 517898 Mon-Fri 5pm-9am and weekends 24 hours

LADO Duty Team (Local Authority Designated Officer)

0300 123 1650 Option 3

0300 200 1006 Option 4, then option 3

email – lado@surreycc.gov.uk

secure email – lado@surreycc.gcsx.gov.uk or use egress

Surrey Police – 101 (999 in an emergency)

Designated Safeguarding Lead – Amanda Bazley 01483 454625

Ofsted – 0300 123 1231

Allegations against staff

- St John's Pre-school respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the pre-school, or anyone working on the premises occupied by the pre-school, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to CSPA and the LADO to investigate. We also report any such alleged incident to Ofsted and 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 committee and children's social care agree it is appropriate in the circumstances, the chairperson may suspend the member of staff on full pay, or the volunteer, 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.
- All details will be kept confidential with only the Head of Pre-school, Amanda Bazley and committee chairperson being involved where possible. The register will always be kept up to date as a useful indication as to whether a child was in the care of the pre-school or not on any day in question.
- If a member of staff or a volunteer is dismissed from the pre-school or internally disciplined because of misconduct relating to a child, we notify the Department of Health administrators so that the name may be included on the List for the Protection of Children and Vulnerable Adults. The List identifies individuals who pose a threat to children (and vulnerable groups) and bars them from working with these groups.

Support to families

St John's pre-school will take every step to build up trusting and supportive relationships between families and staff and volunteers in the group. Where abuse at home is suspected, the pre-school will continue to welcome the child and family while investigations proceed.

Planning

The layout of the room allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

Curriculum

St John's Pre-school teach children to be confident and to voice their feelings. The curriculum offered at the pre-school encourages children to be sensitive to the needs and feelings of others and to express their feelings and behave in appropriate ways, developing an understanding of what is right, what is wrong and why.

CONFIDENTIALITY AND CLIENT ACCESS TO RECORDS

Policy statement

Definition: 'Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.' (Information Sharing: Guidance for Practitioners and Managers (DCSF 2008))

At St John's pre-school, staff and Head of Pre-school, Amanda Bazley can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our pre-school. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

Confidentiality procedures

- St John's Pre-school always regard the information parents share with us to be confidential.
- Some parents sometimes share information about themselves with other parents as well as staff. The pre-school cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.

- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - 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 in a locked filing cabinet (see our record keeping procedures).

Access to records procedures

- Parents may access their child's development file at any time.
- Parents may request access to any confidential records held on their child and family (i.e. on the Child Protection file or accident/incident file following the procedure below:
- Any request to see information relating to a child on the Child Protection file or accident/incident file by a parent or person with parental responsibility must be made in writing to the head of pre-school, Amanda Bazley.
- The Head of Pre-school, Amanda Bazley informs the chairperson of the management committee and contacts the relevant agencies set out in 1.2 for advice on disclosure.

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

INFORMATION SHARING

Policy statement

St John's Pre-school recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

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

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

The decision should never be made as an individual, but with the back-up of management committee officers. 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 at risk of suffering, significant harm.
- To *prevent* significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

Procedures

- St John's Pre-school's policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies.
- We seek advice from the Surrey Children's Safeguarding Partnership when there are doubts about possible significant harm to a child or others.
- We share information with consent where appropriate. We respect the wishes of parents not to share confidential information but know when it is in the interests of the child to override this wish.

In St John's pre-school we ensure parents:

- receive information about our information sharing policy when starting their child in the pre-school;
- have information about our Safeguarding Children and Child Protection policy; and
- have information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

NON ATTENDANCE POLICY

Policy statement

This policy sets out the procedure that we will follow at St John's Pre-School in the event that a child is absent from the Pre School without prior notice.

Procedures

- If you are planning a holiday during term time you must let us know in advance so we can record this in our register.
- If your child is sick or cannot attend the Pre School for some reason, you must call us on the first day of the child's absence stating a reason for the absence.
- If we have not heard from you on the first day of your child's non attendance we make contact with you by telephone to establish why your child is absent.
- We will use all the contact details you have given us to make contact with the parent/carer to establish why your child is absent.
- It is the responsibility of Amanda Bazley or the next senior member of staff to try and contact the parents/carer of the child absent.
- If we are concerned about the welfare of the child we reserve the right to contact social services. Refer to our safeguarding policy.
- Fees remain payable during periods of absence, unless alternative arrangements have been agreed.
- We will notify Surrey County Council EYFE team where children in receipt of Early Years Free Entitlement are absent for more than 2 consecutive weeks when a return date has not been agreed with the parents/carer of the child. We will inform the parents when we are doing this.
- When we know a child is going to be away from the Pre School for more than 2 consecutive weeks we will continue to claim EYFE only when a return date has been agreed with the parents/carer.
- This policy is linked to our Safeguarding policy.

1.6 UNCOLLECTED CHILD

Policy statement

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

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 of children starting at the pre-school are asked to provide the following specific information which is recorded on our Registration Form:
 - Home address and telephone number.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names and telephone numbers of adults who are authorised by the parents to collect their child from the pre-school, 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 or the persons normally authorised to collect the child are not able to collect the child, they provide us the name, of the person who will be collecting their child. We agree with parents a password to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number **01483 454625**
- We inform parents that we apply our child protection procedures in the event that their children are not collected from pre-school by an authorised adult within 45 minutes after the pre-school has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session, we follow the following procedures:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If none of these people can be contacted within 15 minutes then the emergency person should be contacted,
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.

- If no-one collects the child after 45 minutes and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact Surrey County Council's children's social services care team.
- The child stays at pre-school in the care of two fully-vetted members of staff until the child is safely collected either by the parents or by a social care worker.
- Social Care will aim to find the parent or relative and if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff go to look for the parent, nor do they take the child home with them.
- o A full written report of the incident is recorded in the register and if necessary the child protection file.
- o Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- o Ofsted may be informed.

1.7 MISSING CHILD

Policy statement

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

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the Head of Pre-school, Amanda Bazley.
- The head of pre-school will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The Head of Pre-school talks to the staff to find out when and where the child was last seen and records this.

- The Head of Pre-school calls the police and reports the child as missing and then calls the parent.
- The Head of Pre-school contacts the chairperson and reports the incident. The chairperson comes to the pre-school immediately to carry out an investigation, with the management committee where appropriate.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The Head of Pre-school, Amanda Bazley, speaks with the parent(s) and if required the chairperson or vice chairperson of the management committee is present.
- The chairperson and management committee carry out a full investigation taking written statements from all the staff in the room
- The key person/staff member writes an incident report detailing:
 - the date and time of the report,
 - what staff/children were in the group with the missing child,
 - when the child was last seen in the group,
 - what has taken place in the group since the child went missing and
 - the time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- The incident is reported to Ofsted.

1.8 SUPERVISION OF CHILDREN ON OUTINGS AND VISITS

Policy statement

St John's Pre-school do not usually conduct outings unless parents/carers are present and solely responsible for their children. As children do benefit from being taken out of the pre-school to visit local amenities (post office, allotments etc.) these visits are conducted when

ratios allow. If an outing is arranged without parents we will ensure a high child/adult ratio by using staff and parent volunteers in small groups.

Procedures

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the pre-school.
- This general consent details the venues used for daily activities.
- A risk assessment for each venue is carried out, which is reviewed regularly.
- A risk assessment is carried out before an outing takes place.
- Our adult to child ratio is high depending on their age, sensibility and type of venue as well as how it is to be reached.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- The Head of Pre-school, Amanda Bazley, is made aware of the time of outing and venue and staff record their name, the children's names, time of outing and time of return in the outings book
- Staff take the Head of Pre-school's mobile phone on outings, as well as any necessary medication.
- Staff are not permitted to transport children as we do not have appropriate insurance cover.
- The correct staff to children ratios are maintained at all times.

1.9 MAINTAINING CHILDREN'S SAFETY AND SECURITY ON PREMISES

Policy statement

St John's Pre-school maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.

- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Access to the main hall will be via the main doors only and a member of staff will be at the door whilst children are arriving or are being collected. The times of the children's arrival/departure are recorded.
- At all other times the main entrance doors to the main hall will be locked.
- A register of children and staff will be completed so that in an emergency a complete record of all persons present is available.
- All other visitors must sign the visitors book. Any unwelcome or unknown visitors will be challenged and not allowed into the main hall. If necessary the police will be called.

1.10 USE OF PHOTOGRAPHIC AND VIDEO IMAGES

Policy statement

The pre-school's policy is not to use children's full names alongside their photographs in the pre-school's own printed publications, in video films or on our website. However, children's first names may be used and their full names may be given in group situations where they cannot be linked to individuals in the photograph.

With regard to the Press, the pre-school will allow local newspapers to take photographs of children, when appropriate, provided that parental consent has been given. Some newspapers insist that children's names must be published with their photographs. If not, they may decline to cover pre-school events. Therefore we will normally give the children's full names (but not addresses) to newspapers. Any parent who objects to this, as long as we have been notified, can be confident that we will not allow their child to be photographed by the Press. Please note that the pre-school will seek an understanding that a child's name will not be used if their image is put on the newspaper's own website.

Although it is fairly rare for television companies to visit the pre-school, parental consent for newspaper photographs would also apply to television images. However, children's

names are not normally given on television and we would seek specific permission from you if your child's name were to be used.

Outside agencies and organisations who have visited the pre-school have from time to time requested photographs of, for example, trips to the fire station or visits from organisations who have brought in animals for the children to meet and learn about. Our policy would apply in the same way as the Press in allowing these people photographic evidence and we ask that your permission extends to these and other carefully chosen agencies and organisations.

We appreciate that parents may wish to photograph and/or video a pre-school event. Generally photographs and videos for pre-school and family use are a source of innocent pleasure and pride which can enhance self-esteem for children and their families. The pre-school's policy is to make sure parents and carers are aware of our guidelines in respect of taking photographs and/or video so that we can proceed safely and with regard to the law.

The Department of Education advises that photographs and images of children and staff are classed as personal data under the terms of the Data Protection Act 1998.

Procedures

- We remind parents and carers that they attend pre-school events at the invitation of the Head of Pre-school and committee.
- The Head of Pre-school and committee are responsible for deciding if photography and video recording of pre-school performances is permitted.
- The Head of Pre-school and committee are responsible for deciding the conditions that will apply in order that children are kept safe and that the performance is not disrupted and children and staff are not distracted.
- Parents and carers can use photographs and videos taken at a pre-school event for their own personal use only. Such photos and videos cannot be sold and must not be put on the web/internet. See also Social Networking section below.
- Recording or photographing other than for private use would require the consent of all the other parents whose children may be included in the images.

- Parents and carers must follow guidance from staff as to when photography and video recording is permitted and where to stand in order to minimise disruption to the activity.
- Parents and carers must not photograph or video children changing for performances or events.
- If you are accompanied or represented by people that school staff do not recognise, they may need to clarify who they are if they are using a camera or video recorder.

1.11 USE OF MOBILE PHONES

Policy statement

St John's Pre-school manages the use of all mobile phones effectively to make sure the potential for misuse is minimised.

Procedures

All staff are required to place their personal mobile phones in a locked cupboard for the duration of the pre-school session unless permission has been sought for emergency contact in which case they are left on the Head of Pre-school's desk or with the Head of Pre-school. The pre-school does not accept liability for loss or damage to any personal mobile phone.

The pre-school ensures that all staff have a clear understanding of what constitutes the misuse of mobile phones and makes sure that all staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.

The pre-school tells staff that the recording, taking and sharing of images, video and audio on any mobile phone is not permitted.

1.12 SOCIAL NETWORKING

Policy

St John's Pre-school is aware that the use of social networking sites has become a part of everyday life and that in the interests of protecting the children, staff and parents must not make reference to the pre-school or its children on such networking sites.

Procedures

All staff are aware that they are not permitted to make reference to the pre-school or share photographs of pre-school children under any circumstances on Facebook or other social networking sites.

Parents need to be made aware that they are not to share photographs or videos of pre-school events.

1.13 WHISTLEBLOWING

Policy

St John's Pre-school recognises that whistleblowing is an important aspect of safeguarding where staff and volunteers are encouraged to share genuine concerns about a colleague's behaviour. The term whistleblowing generally applies when a person is acting as a witness to misconduct they have seen and that threatens other people. We have a culture that enables concerns about safeguarding and promoting the welfare of children to be addressed by the pre-school.

Procedure

- If a member of staff has concerns this should normally be raised with the Head of Pre-school, Amanda Bazley. This depends however on the seriousness and sensitivity of the issues involved and who is suspected of the wrongdoing. Staff can raise concerns with the management committee or the Surrey Children's Safeguarding Partnership.
- Concerns may be raised verbally or in writing. Staff who wish to make a written report should set out the background and history of the concern and the reasons for making the disclosure. They will need to demonstrate that they have an honest and reasonable suspicion that malpractice has occurred, is occurring, or likely to occur.
- The pre-school will respond to any concerns raised. In order to protect a member of staff who raises a concern, initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take. Some concerns may be resolved by agreed action without the need for investigation.
- All concerns will be treated with confidence and every effort will be made not to reveal a staff member's identity, if they so wish. Complainants should be aware however, that their identity may be revealed by inference.

- The pre-school accepts that deciding to report a concern may be difficult and uncomfortable. If a member of staff makes an allegation in good faith but it is not confirmed by the investigation, no action will be taken against them. If, however, a member of staff makes an allegation frivolously, maliciously or for personal gain, disciplinary action may be taken against them.

1.14 MAKING A COMPLAINT

Policy statement

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

Procedures

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the pre-school's provision talks over, first of all, his/her concerns with the Head of Pre-school, Amanda Bazley.
- Most complaints should be resolved amicably and informally at this stage.

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 to the Head of Pre-school and the chair of the management committee.
- St John's Pre-school stores written complaints from parents in a complaints file.
- When the investigation into the complaint is completed, the Head of Pre-school meets with the parent to discuss the outcome.

- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the complaints file.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Head of Pre-school and the chairperson of the management committee. The parent should have a friend or partner present if required and the Head of Pre-school should have the support of the chairperson of the management committee present.
- 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 it is noted on the complaints file.

Stage 4

- If at the stage three meeting the parent and pre-school cannot reach agreement, Ofsted is contacted and asked to mediate. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.

Stage 5

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

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the pre-school's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The number to call Ofsted with regard to a complaint is on the pre-school's noticeboard as is the complaints procedure.

- If a child appears to be at risk, our pre-school follows the procedures of the Surrey Children's Safeguarding Partnership.
- In these cases, both the parent and St John's Pre-school are informed and the Head of Pre-school, Amanda Bazley, works with Ofsted or the Surrey Children's Safeguarding Partnership to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- A record of complaints against St John's Pre-school and/or the children and/or the adults working in our pre-school is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the complaints file which is available for parents and Ofsted inspectors on request.

EQUALITY OF OPPORTUNITY VALUING DIVERSITY AND PROMOTING EQUALITY

Policy statement

St John's Pre-school will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious background, culture or beliefs, their gender or their impairment.

St John's Pre-school understands that these factors affect the well-being of children and can impact on their learning and attainment.

St John's Pre-school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:
provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;

- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles and diverse family structures, diverse ethnic and cultural groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the pre-school and
- foster good relations between all communities.

Procedures

Admissions

St John's Pre-school is open to all members of the community.

We advertise our service widely.

- We reflect the diversity of our society in our publicity and promotional materials.

We provide information in clear, concise language, whether in spoken or written form.

- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our pre-school, on the basis of a protected characteristic as defined by the Equalities Act 2010. These are:
 - disability;
 - race;
 - gender reassignment;
 - religion or belief;
 - sex;
 - sexual orientation;
 - age;
 - pregnancy and maternity; and
 - marriage and civil partnership.

We do not discriminate against a child with a disability or refuse a child entry to our pre-school for reasons relating to disability.

- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the pre-school and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
 - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the pre-school;
 - 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. assuming someone is gay because of their mannerism or how they speak.

Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

Posts are advertised and all applicants are judged against fair criteria.

- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process.

All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.

Training

St John's Pre-school seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.

- We ensure that staff are confident and fully trained in administering relevant medicines when these are required.

We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum

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

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

making children feel valued and good about themselves and others;

- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the pre-school is accessible to all children;

- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals which are relevant to the current cohort of children;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning. Information both written and spoken will be clearly communicated, and encouraging parents of children who use a language at home other than English, or in addition to English, to provide a range of useful phrases for display and use in pre-school.

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 pre-school.
- We encourage mothers, fathers and other carers to take part in the life of the pre-school and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

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.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the pre-school.

Monitoring and reviewing

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

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Policy statement

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

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

Procedures

- We designate a member of staff to be the Special Educational Needs and Disabilities Co-ordinator (SENDCO) and give her name to parents. Our SENDCO is Amanda Bazley. Our SENDCO goes to regular update SENDCO meetings.
- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the pre-school.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs and disabilities.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We support parents to find information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other pre-schools and schools. The pre-school will arrange transition meetings when a child moves to another school.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.
- We provide special equipment if needed to implement our Special Educational Needs and Disabilities Policy and source extra funding if necessary and where available.
- We provide a complaints procedure.
- We monitor and review our policy annually.

ACHIEVING POSITIVE BEHAVIOUR

Policy statement

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

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental

task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Procedures

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. This is the Head of Pre-school Amanda Bazley.

- We require the named person to:
 - keep herself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - 1. access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development and
 - 2. check that all staff have relevant in-service training on promoting positive behaviour.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the pre-school's behaviour policy and its guidelines for behaviour.
- We expect all members of our pre-school - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

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

- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head of Pre-school and are recorded in the incident file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the pre-school, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play, hurtful behaviour and bullying

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

Rough and tumble play and fantasy aggression

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

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

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five,

hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

PROMOTING HEALTH AND HYGIENE

ANIMALS IN THE PRE-SCHOOL

Policy statement

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

Procedures

If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner.

The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

Parental permission to participate is sought as part of the induction process.

ADMINISTERING MEDICINES

Policy statement

It is not our policy to care for sick children who should be at home until they are well enough to return to the pre-school. We will not administer any non-prescribed medicines (e.g. Calpol) or any prescribed medication except inhalers and Epipens in case of emergency. If it has been necessary for a parent/carer to give a child Calpol or similar medicine before their pre-school session, the child should not attend pre-school that day. If a child has a medical condition requiring regular prescribed medication this can be administered by staff.

Procedures

Any medication handed to staff must have a clear label from the pharmacist and instructions. Written permission for staff to administer the medication must be given by the parent using the appropriate parental consent form. The following information is to be given in the consent form:-

Full name of child and date of birth,

- 2 Name of medication and strength,
- 3 Who prescribed it,
- 4 Dosage to be given in the pre-school,
- 5 How the medication should be stored and expiry date,
- 6 Any possible side effects that may be expected and should be noted, and
- 7 Signature, printed name of parent and date.

The administration is recorded accurately each time it is given and is signed by staff.

Parents sign the record book to acknowledge the administration of a medicine. The medication record book records the following information:

name of child

- name and strength of medication
- the date and time of dose
- dose given and method

The medication record book is signed by the key person/Head of Pre-school and is verified by parent signature at the end of the day

Storage of medicines

All medication is stored safely in a locked cupboard. Where the cupboard is not used solely for storing medicines, they are kept in a marked plastic box.

The Head of Pre-school checks that any medication held to administer as and when required is in date and returns any out of date medication back to the parent.

Managing medicines on outings

If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or inhalers/Epipens.

Inhalers/Epipens for a child are taken in a sealed plastic box clearly labelled with the child's name and name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given with the details as given above.

On returning to the pre-school the card is stapled to the medicine record book and the parent signs it.

If a child using inhalers/Epipens has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and name of medication. Inside the box is a copy of the consent form signed by the parent.

Needle stick policy

If, in the event of using an Epipen, the administrator pricks their own skin and draws blood, then the individual should go to hospital immediately for blood tests. They should follow medical advice thereafter in relation to ability to continue functioning in normal duties and timescales for results. Any such occurrence would necessitate completion of an incident form.

MANAGING CHILDREN WITH ALLERGIES, OR WHO ARE SICK OR INFECTIOUS

(Including reporting notifiable diseases)

Policy statement

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

Procedures for children with allergies

When parents start their children at the pre-school they are asked if their child suffers from any known allergies. This is recorded on the registration form.

- If a child has an allergy, the parent is to notify the Head of Pre-school of the following:

The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.).

- The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
- What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).
- Control measures – such as how the child can be prevented from contact with the allergen.

This information is kept in the child's personal file and allergies book which is checked daily and is available for all staff to see.

- Parents train staff in how to administer special medication in the event of an allergic reaction.
- Generally, no nuts or nut products are used within the pre-school.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party or in snack boxes.

Oral medication

Oral medications (to include asthma inhalers) must be prescribed by a GP or have manufacturer's instructions clearly written on them.

- The group must be provided with clear written instructions on how to administer such medication.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- The group must have the parents' or guardians' prior written consent. This consent must be kept on file.

Lifesaving medication & invasive treatments

Adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

The pre-school must have:

a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;

- written consent from the parent or guardian allowing staff to administer medication and instructions from the GP as to how to administer.
- Key person for special needs children - children requiring help with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

Prior written consent from the child's parent or guardian to give treatment and/or medication. Key person to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.

Procedures for children who are sick or infectious

If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the Head of Pre-school calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.

- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- Temperature is taken using a thermometer kept in the first aid box.
- Parents are asked to take their child to the doctor before returning them to pre-school. The pre-school will refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the pre-school.
- After diarrhoea or sickness, parents are asked to keep children home for 48 hours after the last episode.

The pre-school has a list of diseases requiring exclusion and current exclusion times.

Reporting of 'notifiable' diseases'

If a child or adult is diagnosed as suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.

- When the pre-school becomes aware, or is formally informed of the notifiable disease, the Head of Pre-school informs Ofsted and the Health Protection Agency and acts on any advice given by the Health Protection Agency.

HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.

- Single use vinyl gloves are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning after changing clothing.
- Soiled clothing is bagged for parents to collect.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of.
- Tables, floor and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

Nits and head lice

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

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

NAPPY CHANGING

Policy statement

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

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

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

Procedures

Changing areas are safe areas to lay young children if they need to have their bottoms cleaned.

- Gloves are put on before changing starts and the areas are prepared.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- Young children are encouraged to take an interest in using the toilet.
- They are encouraged to wash their hands and have soap and towels to hand.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and 'pull ups' are disposed of hygienically. Pants and clothing that have been wet or soiled are bagged for the parent to take home.

NO-SMOKING, ALCOHOL AND DRUGS

Policy statement

Smoking, alcohol and drugs are prohibited on our premises at any time including outside areas.

Procedures

All staff, parents and volunteers are made aware of our no-smoking, alcohol and drugs policy.

Staff who smoke do not do so during working hours.

- If a member of staff, student, parent/carer or volunteer were found smoking at the pre-school or arrived at the pre-school clearly under the influence of alcohol or drugs they would be asked to leave immediately.
- Disciplinary procedures may be initiated for any member of staff found smoking at the pre-school or arriving at the pre-school clearly under the influence of alcohol or drugs.
- If a member of staff has good reason to believe that a parent/carer is under the influence of alcohol or drugs when they drop off or collect their child they have a duty to inform the Head of Pre-school and the Designated Safeguarding Lead (DSL). They will then decide on the appropriate course of action according to the Safeguarding Children Policy.

FOOD AND DRINK

Policy statement

This pre-school regards snack times as an important part of the pre-school's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We operate a 'no nuts' policy.

Procedures

We follow these procedures to promote healthy eating in our pre-school.

Before a child starts to attend the pre-school, we find out from parents their children's dietary needs and preferences, including any allergies. (See the Managing Children with Allergies policy.)

- We record information about each child's dietary needs in their registration record, which parents sign to signify that it is correct.

- 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 organise snack times so that they are social occasions in which children and staff participate.
- We use snack times to help children to develop independence through making choices, serving food and drink and feeding themselves, however, it is the child's choice whether or not to have their snack on any given day.
- We have fresh drinking water freely 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 session.
- Children may only bring fruit or vegetables for snack time and these must be in suitable named containers. Bananas can be written on.

In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.

- For children who drink milk, full fat milk is delivered to us.
- Our Head of Pre-school Amanda Bazley has food hygiene training

FIRST AID

Policy statement

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

Procedures

The first aid kit

Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981. The first aid kit is kept stocked at all times by Amanda Bazley, is easily accessible to adults and is stored out of reach of children.

EMPLOYMENT EMPLOYMENT AND STAFFING

(Including vetting, contingency plans, training and development)

Policy statement

We provide a staffing ratio in line with the 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 criminal and other records through the Disclosure and Barring Service in accordance with statutory requirements.

Procedures

Ratios

- To meet this aim we use the following ratios of adult to children:
 - children under the age of 3: 1 adult : 4 children; and
 - children over the age of 3: 1 adult : 8 children.
- A minimum of two staff/adults are on duty at any one time. Half of the staff at any one time are qualified.
- Early year apprentices age 16 years or over can also be included in staff ratios if Amanda Bazley is satisfied that they are competent and responsible.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the pre-school. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants

will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.

- We use Ofsted guidance on obtaining references and enhanced Disclosure and Barring Service checks for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.

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Changes to staff

- We inform Ofsted of any changes in the person responsible for our pre-school. These are the Head of Pre-school, chairperson and the rest of the management committee.

Training and staff development

- Our Head of Pre-school holds the NNEB qualification and NVQ4 in Children's Care Learning and Development. A deputy at the pre-school holds an NVQ3 in Childcare. A minimum of half of our staff at each session hold the CACHE Level 2 Diploma or above.
- Our pre-school budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- Staff attend a nationally approved and accredited paediatric first aid course, which is renewed every three years.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Managing staff absences and contingency plans for emergencies

- Our staff take their holiday breaks when the pre-school is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the Head of Pre-school with sufficient notice.

- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.
- If Disclosure and Barring Service checks are still pending for a member of bank staff, they will not have unsupervised access to children.

INDUCTION OF STAFF, VOLUNTEERS AND HEAD OF PRE-SCHOOL

Policy statement

We provide an induction for all staff, volunteers and Head of Pre-school in order to fully brief them about the pre-school, the families we serve, our policies and procedures, curriculum and daily practice.

Procedures

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

STUDENT PLACEMENTS

Policy statement

This pre-school recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years pre-schools. As part of our

commitment to quality, we offer placements to students undertaking early years qualifications and training.

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

Procedures

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have DBS checks carried out.
- We supervise students under the age of 18 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our pre-school on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the pre-school may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our pre-school is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the pre-school.
- We ensure that trainees placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

5 HEALTH AND SAFETY

5.1. RISK ASSESSMENT

Policy statement

St John's Pre-school believes that the health and safety of children is of paramount importance. All staff are responsible for health and safety. They are competent to carry out these responsibilities. Our Head of pre-school, Amanda Bazley has undertaken health and safety training and regularly updates her knowledge and understanding. We make our pre-school a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

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

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

Procedures

Our risk assessment process covers adults and children and includes:

- checking for and noting hazards and risks in our premises (indoors and outside) and for activities;
- assessing the level of risk and who might be affected;
- deciding which areas need attention and
- developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.

Where more than five staff and volunteers are employed the risk assessment is written and is reviewed regularly.

We maintain a health and safety checklist which is checked daily before and after the session. A full risk assessment is carried out annually.

5.2. HEALTH AND SAFETY GENERAL STANDARDS

Policy statement

St John's Pre-school believes that the health and safety of children is of paramount importance. We make our pre-school a safe and healthy place for children, parents, staff and volunteers.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate is displayed on our notice board.

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- We operate a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.

- When adults need to reach up to store equipment they are provided with safe equipment to do so.
- The sickness of staff and their involvement in accidents is recorded. The records are
- reviewed termly to identify any issues that need to be addressed.
- We keep all cleaning chemicals in their original containers.

Electrical/gas equipment

- The pre-school's electrical equipment conforms to safety requirements and is checked regularly.
- Electric sockets, wires and leads are properly guarded and the children are taught not to touch them.

Storage

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

Outdoor area

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- All outdoor activities are supervised at all times.

Hygiene

- We regularly seek information from the Environmental Health Department and the Health
- Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We clean resources and equipment, dressing-up clothes and furnishings as and when required.
- The toilet area has a high standard of hygiene including hand washing and drying facilities.
- We implement good hygiene practices by:

- cleaning tables between activities;
- cleaning toilets as and when required;
- wearing protective clothing - such as disposable gloves - as appropriate and providing tissues.

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the pre-school.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any faulty and/or dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

5.3. FIRE SAFETY AND EMERGENCY EVACUATION

Policy statement

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements.

Procedures

Fire exits are kept clear at all times.

Procedures to be followed in the event of an emergency evacuation are clearly displayed on the door, explained to new members of staff and volunteers and practiced half termly by staff and children.

Records of the servicing of fire safety equipment are kept by the St John's Centre Administrator.

Procedure to be followed in the event of emergency evacuation

- In the event of a fire or evacuation, the alarm will be raised by whoever discovers the fire/need to evacuate. The Head of Pre-school (or deputy where appropriate) will be responsible for calling out emergency services. Once at the place of safety, parents will be contacted and instructed to collect their children immediately.
- In the building the emergency alarm is in the form of a bell situated in the lobby.
- The emergency exits are situated in the main hall, by the public toilets, and in the main entrance.
- The designated area to gather together immediately following evacuation from the building is the church porch.
- When the alarm sounds it is important to remain calm.
- Named person must collect the register for children in their care and a phone.
- Do not waste time to collect personal belongings.
- Gather the children together, reassuring them all the time, and begin evacuation via the identified emergency exits.
- Named person must check the toilets and main hall before following the group.
- Once at the meeting point call the register to make sure all children and adults are accounted for.
- Inform the Head of Pre-school (or deputy) of any concerns about children or adults.
- Stay out until the Head of Pre-school (or deputy) declares the 'all clear' to return into the building.
- Keep reassuring the children all the time.
- In the event of an actual emergency, parents will be contacted to collect their children from the meeting point – the church porch.

5.4. RECORDING AND REPORTING OF ACCIDENTS AND INCIDENTS

(Including procedure for reporting to HSE, RIDDOR)

Policy statement

We follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents.

Procedures

Our accident/ incident file:

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

All accidents and incidents involving children or staff are recorded in the accident/incident file by the adult who dealt with the accident/incident. Parents are advised of any accident/incident that involved their child and their written signature is obtained to confirm that they have been informed.

Parents also complete a form when their child starts pre-school giving permission to consult the appropriate medical services should the need arise.

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

When there is any listed major injury requiring hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

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

- any accident to a member of staff causing a listed major injury requiring hospital treatment,
- any work related injury causing an employee to be off work for more than 7 days,

- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak,
- any listed occupational disease,
- any dangerous occurrence is recorded in our accident/incident file.

We have ready access to telephone numbers for emergency services, including local police and to the person responsible for the St John's Centre.

5.5. FOOD HYGIENE

(Including procedure for reporting food poisoning)

Policy statement

St John's Pre-school operate a snack-bar whereby the children can eat a snack of fruit or vegetables they have brought from home. The pre-school provides milk or water to drink. Fresh drinking water is available to the children at all times. Snack times are appropriately supervised and children do not walk about with food and drinks.

Procedures

- All food and drink is stored appropriately. Adults do not carry hot drinks through to the play area and do not place hot drinks within reach of the children.
- We operate systems to ensure that children do not have access to food/drinks to which they are allergic.

Reporting of food poisoning

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the pre-school, the Head of Pre-school will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation, following any advice given.

If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the pre-school will report the matter to Ofsted.

ADMINISTRATION ADMISSIONS

Policy statement

It is our intention to make our pre-school accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the pre-school through open, fair and clearly communicated procedures.

Procedures

We recognise that choosing a pre-school is an important decision and we therefore welcome visits by prospective parents wishing to have a look round during a session. To arrange a visit please contact the Head of Pre-school Amanda Bazley by email or telephone. A registration form will be issued during the visit. On receipt of the completed registration form and registration fee, the child's name will either be placed on a waiting list or, if appropriate, admitted immediately. All admissions are at the discretion of the Head of Pre-school.

For information on fees and funding please refer to the pre-school's prospectus on the website www.saintjohnspreschool.org.uk.

CHILD CARE PRACTICE

THE ROLE OF THE KEY PERSON AND SETTLING IN

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. We want children to feel safe, stimulated and happy in the pre-school and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the pre-school.

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

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for settling the child in our pre-school.
- The key person keeps records of observations of the children in the group which enables them to tailor the curriculum to the child's unique needs.
- The key person works with parents/carers to ensure that the child is supported in reaching their full potential.
- The parent/carer may discuss their child's progress or any other issues at the beginning of the session, or make an appointment.

The first visit to the pre-school lasts one hour and we have an expectation that the parent/carer will stay with their child for some or all of this time to help them settle in. We recognise that some children will settle more readily than others and it may be that the parent/carer will need to be present at future sessions until their child can stay happily without them.

PARTNERSHIP

PARENTAL INVOLVEMENT

Policy statement

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

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

Procedures

The pre-school is run by a committee of volunteer parents which ensures that major decision-making is in the hands of the parents who use the pre-school. The committee is responsible for reviewing policies and procedures and for the employment and appraisal of staff. The committee also assists with fundraising initiatives which enable the pre-school to buy new and better equipment. Committee members are elected annually at the AGM held during the summer term. The pre-school's constitution can be found on our website www.saintjohnspreschool.org.uk.

Staff meet once a term with parents to discuss their child's progress and next steps. Parents are welcome to come into the pre-school and help or share a particular skill with the children.

RECORD KEEPING

CHILDREN'S RECORDS

Policy statement

There are record keeping systems in place that meet the legal requirements of the General Data Protection Regulation (GDPR), which replaced the Data Protection Act 1998, coming into effect on 25th May 2018.

Procedures

We keep two kinds of records on children attending our pre-school:

Developmental records

These include observations of children in the pre-school, photographs and samples of their work and summary developmental reports.

5. These are kept on the pre-school's premises and can be accessed and contributed to by staff. Parents may request to see their child's records at any time.

Personal records

These include registration and admission forms, signed consent forms, and correspondence concerning the child and any confidential matter involving the child.

- These confidential records are stored in a lockable cabinet and are kept secure by the person in charge in a suitably safe place.
- Parents have access to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the pre-school. These are kept in a secure place.

Other records

Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.

- Students, when they are observing in the pre-school, are advised of our confidentiality policy and are required to respect it.

PROVIDER RECORDS

Policy statement

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

Records pertaining to our registration and other contractual documentation pertaining to amenities, services and goods.

- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the GDPR.

This policy and procedure is taken in conjunction with the Confidentiality Policy and Information Sharing policy.

Procedures

All records are the responsibility of the Head of Pre-school and the officers of the management committee who ensure they are kept securely.

- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

TRANSFER OF RECORDS TO SCHOOL

Policy statement

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

We prepare children for these transitions and involve parents and the receiving pre-school in this process. We prepare records about a child's development and learning in the EYFS in our pre-school. In order to enable smooth transitions we share appropriate information with the receiving pre-school or school at transfer.

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

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

This record refers to any additional language spoken by the child and his or her progress in both languages.

- The record also refers to any additional needs that have been identified or addressed by the pre-school.
- The record also refers to any special educational needs, whether or not there is an Education Health and Care Plan (EHCP) in place.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- For transfer to school, most local authorities provide an assessment summary format or a transition record for the pre-school to follow.

Transfer of confidential information

The receiving school or pre-school will need to have a record of concern that was raised in the pre-school and what was done about it.

- A summary of the concern will be made to send to the receiving pre-school or school along with the date of the last professional meeting or case conference.

- Where there has been a Section 47 investigation regarding a risk of significant harm to a child, the name and contact details of the child's social worker will be passed on to the receiving pre-school or school – regardless of the outcome of the investigation.
- This information is posted or taken to the school or pre-school, addressed to the pre-school or school's Designated Safeguarding Lead and marked confidential.
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