



St Matthews Pre-School Group

Policy File Contents Sheet

Child Protection		Updated
POL 001	Safeguarding Children, Young People & Vulnerable Adults	August 2024
POL 002	Children's Rights & Entitlements	August 2024
POL 003	Late / Uncollected Child & Absences	August 2024
POL 004	Missing Child	August 2024
POL 005	Online Safety (incl. Mobile Phones, Cameras, Social Media etc)	August 2024
Suitable People		
POL 006	Safe Recruitment	August 2024
Staff, Qualifications, Training, Support & Skills		
POL 007	Staff Induction	August 2024
POL 008	Paediatric First Aid	August 2024
POL 009	Staff Supervision	August 2024
Key Person		
POL 010	Role of the Key Person and Settling In	August 2024
Staff : Child Ratios		
POL 011	Staffing	August 2024
Health		
POL 012	Administering Medicines	August 2024
POL 013	Managing Children who are Sick, Infectious or with Allergies	August 2024
POL 014	Recording and Reporting Accidents & Incidents	August 2024
POL 015	Nappy Changing	August 2024
POL 016	Food & Drink	August 2024
POL 017	Food Hygiene	August 2024
POL 018	Safe Sleep	August 2024
Managing Behaviour		
POL 019	Promoting Positive Behaviour	August 2024
Safety & Suitability of Premises, Environment & Equipment		
POL 020	Health & Safety	August 2024
POL 021	Maintaining Children's Safety and Security on Premises	August 2024
POL 022	Supervision of Children on Outings and Visits	August 2024
POL 023	Risk Assessments	August 2024
POL 024	Fire Safety & Emergency Evacuation	August 2024
POL 025	Animals in the Setting	August 2024
POL 026	No Smoking, Drugs or Alcohol	August 2024
POL 027	Manual Handling	August 2024
Equal Opportunities		
POL 028	Valuing Diversity & Promoting Inclusion & Equality	August 2024
POL 029	Supporting Children with SEN	August 2024
POL 030	British Values	August 2024
Information & Records		
POL 031	Admissions	August 2024
POL 032	Making a Complaint	August 2024
POL 033	Transfer of Records	August 2024
POL 034	Confidentiality, Recording & Information Sharing	August 2024
POL 035	Whistleblowing	August 2024



St Matthews Pre-School Group

Safeguarding Children, Young People & Vulnerable Adults

POL 001

This policy outlines our commitments and procedures followed with regard to the rights, welfare, safety and protection of children and staff.

Date	Task	Name	Position
September 2016	Policy Amended	Sara Frost	Pre-School Manager
September 2017	Policy Amended	Sara Frost	Pre-School Manager
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
May 2021	Policy Updated	Alison Lockie	Pre-School Manager
September 2022	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
January 2024	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 001 Safeguarding Children

Adoption and Review:

- **Adopted by:** St. Matthew's Pre School
 - **Designated Safeguarding Lead (DSL) / Officer:** Louise Moye
 - **Deputy Safeguarding Lead:** Beth Lockie
 - **Local Safeguarding Partnership:** Warrington Safeguarding Partnership (WSP)
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Policy Aim

At St. Matthew's Pre School, we are committed to safeguarding and promoting the welfare of all children, young people, and vulnerable adults who come into contact with our services. We aim to create a safe, nurturing environment where each individual's right to be 'strong, resilient, listened to and heard' is at the heart of everything we do. This policy outlines our comprehensive safeguarding approach, structured around four key commitments that guide all our activities.

Key Commitment 1: Empowering Children, Young People, and Vulnerable Adults

1.1 Training and Access to Safeguarding Procedures:

- **Ongoing Training:** All staff at St. Matthew's Pre School are required to undergo regular safeguarding training. This covers a wide range of child protection matters, ensuring staff are well-informed about the risks and signs of abuse and neglect, as well as the procedures for reporting any concerns to the local authority children's social care team or the NSPCC. The Designated Safeguarding Lead understands Warrington Safeguarding Partnership (WSP) safeguarding procedures, attends relevant Local Safeguarding Partnership (LSP) training at least every two years and refreshes their knowledge of safeguarding at least annually.
- **Understanding Vulnerabilities:** Our training also addresses vulnerabilities related to social factors, including social exclusion, domestic violence, mental illness, substance misuse, and parental learning disabilities. Staff are trained to recognise how these factors can impact a child's safety and well-being, ensuring they are equipped to respond appropriately.
- **Staff Ratios:** Adequate and appropriate staffing resources are provided to meet the needs of children.

1.2 Building Resilience Through Curriculum:

- **Curriculum Integration:** At St. Matthew's Pre School, we incorporate safeguarding principles directly into our curriculum. Activities are designed to build the emotional and social skills of children, helping them understand how to stay safe and express themselves. We use resources aligned with the Early Years Foundation Stage (EYFS) to ensure that these lessons are developmentally appropriate and effective.
- **Promoting Strong Communication:** We emphasise the importance of listening to children and ensuring they feel heard. Our staff are trained to facilitate open communication, helping children to express themselves through different methods of communication in an environment where they feel safe to do so. Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age-appropriate way. We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).



- **Promoting Positive Behaviour:** All staff understand our policy on promoting positive behaviour (019) and follow it in relation to children showing aggression or inappropriate behaviour towards other children.

1.3 Supporting Vulnerable Families:

- **Tailored Support:** Recognising that some families may face additional challenges, St. Matthew's Pre School offers tailored support to those affected by social exclusion, mental health issues, or other forms of vulnerability. We work closely with families to understand their unique needs and provide appropriate interventions, ensuring that every child receives the care and protection they need. We recognise the thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to arrangements published by the WSP.
- **Inclusion and Diversity:** We are committed to and follow our policy for promoting equal treatment and addressing any inequalities related to race, gender, disability, language, religion, sexual orientation, or culture. This commitment is reflected in our practices and interactions with children and their families, ensuring that our services are inclusive and accessible to all. (See Policy 028 - Valuing Diversity & Promoting Inclusion & Equality).

Key Commitment 2: Creating a Culture of Safety in the Workforce

2.1 Robust Recruitment and Monitoring:

- **Safe Recruitment Practices:** These procedures are in place to prevent known abusers from coming into the organisation at any level. St. Matthew's Pre School implements recruitment procedures to ensure that all staff and volunteers are suitable to work with children and vulnerable adults. This includes enhanced Disclosure and Barring Service (DBS) checks, reference checks, and detailed interviews that assess each candidate's understanding of safeguarding responsibilities. All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us). (See also for further information Policy 006 Safe Recruitment)
- **Ongoing Supervision:** All employees and volunteers are subject to continuous monitoring, and any concerns about their behaviour or practice are addressed immediately. This vigilance helps maintain a safe environment for all service users. All staff undergo regular supervisions to help support staff well-being, improve practice, services provided, provide support, training and procedures required to continue professional development. This also encourages staff to reflect on the quality of their own practice and facilitates discussion. (See also for further information Policy 009 – Staff Supervisions).
- **Conduct Expectations:** All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on Promoting Positive Behaviour (Policy 019), Online Safety (Policy 005) (including use of cameras and mobile phones), Whistleblowing (Policy 035).
- **Reporting Dismissals:** Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

2.2 Clear Reporting and Response Procedures:

- **Defined Reporting Process:** We have established clear procedures for reporting any concerns related to the safety and welfare of children, young people, or vulnerable adults. These procedures



are well-documented and accessible to all staff, ensuring that any signs of abuse, neglect, or harm are promptly reported to the Designated Safeguarding Lead.

- **Differentiating Issues:** Procedures differentiate between various types of concerns, such as allegations of abuse, quality of care issues, and general complaints. This approach ensures that each concern is handled appropriately, with serious matters being escalated to the correct authorities without delay.
- **Partnership with External Agencies:** We maintain strong working relationships with local safeguarding partners, including social services, health professionals, and law enforcement. This collaboration ensures that we can respond effectively to any safeguarding concerns and provide the necessary support to children and families. Staff will inform the Designated Safeguarding Lead at the first opportunity of every significant safeguarding concern; however, this should not delay any referrals being made to children's social care, or where appropriate, the LADO, Ofsted or RIDDOR.
- **Professional Challenge:** There are procedures in place in relation to escalating concerns and professional challenge. All staff know to promptly report concerns to Designated Safeguarding Lead and that they can themselves contact the local authority if not satisfied with the response from the Designated Safeguard Lead.
- **Managing Complaints:** We keep a written record of all complaints and concerns including details of how they were responded to in line with our complaints procedure (see more Policy 032).
- **Risk Assessment:** We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our Health and Safety / Risk Assessment Policy (Policy 020, Policy 023)
- **Reporting & Recording Concerns:** We refer concerns about children's welfare to the local authority children's social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Warrington Safeguarding Partnership team. We keep 'Record of Concern' & 'Record of Conversation' documents in a secure Safeguarding folder following any Safeguarding incidents. This information must be recorded as soon as possible to ensure accurate information and detail exactly what has happened / been said to support any reporting of incidents.
- **Sharing Confidential Information:** We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age-appropriate way, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- **Whistleblowing:** All staff know that they can contact the NSPCC whistleblowing helpline if they feel that our organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures. We have a whistleblowing procedure in place. Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing dilemmas. (See further information in Policy 035 – Whistleblowing).

2.3 Protecting Children from Harm:

- **Responsibility:** Safeguarding is the responsibility of every person undertaking the work of the organisation in any capacity.



- **Comprehensive Safeguarding Procedures:** We have in place specific procedures for protecting children who may be at risk, including those who meet the s17 definition of a 'child in need' under the Children Act 1989 and/or meet the criteria for Early Help support. We also have in place procedures for contacting the local authority on safeguarding and child protection issues, including maintaining contact numbers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
- **Monitoring and Reviewing Safeguarding Practices:** Our safeguarding policies are reviewed annually or more often if there is a significant change in law or best practice. We ensure that these are updated regularly to reflect changes in legislation, guidance, and best practices. We conduct regular internal audits of our safeguarding procedures to ensure they are being followed correctly.
- **Attendance:** We have in place specific policies and procedures to monitor children's attendance. We take steps to ensure that children are kept safe, that their wellbeing is promoted, and they do not miss out on their entitlements and opportunities. At the very least, good attendance promotes good outcomes for children. In a small minority of cases, good attendance may also lead to early identification of more serious concerns for a child or family. In circumstances, where children do not arrive at Pre School and there has been no prior notice for the absence or a child has multiple absences, this policy will be followed (see Policy 003 Non Collection, Late Collection and Absence).
- **E-safety:** We take our responsibilities seriously to protect children from harm online, including from the risks of exploitation, abuse, and extremism. We have a robust e-safety policy in place, and staff are trained to understand the risks associated with digital technology. We have strict procedures in place to ensure parents have given permission for any photos taken and what those photos are used for, as well as procedures that state that no personal cameras or phones are used to take photos in setting, that phones are stored in a designated cupboard in the kitchen and only in use on during break times with doors to children closed. There are further measures for smartphones, internet access, emails, social media. (see further details - Policy 005 Online Safety).

2.4 Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks, or signs of possible abuse or neglect, that member of staff:
 - Listens to the child and offers reassurance where appropriate;
 - Does not question the child, although it is OK to ask questions for the purposes of clarification;
 - Makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person(s) present at the time.
- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the Designated Person is informed of the issue at the earliest opportunity, and always within one working day.
- Where Warrington Safeguarding Partnership stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down accordingly.

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



- We follow the WSP procedures to help in making a referral to the local children's social care team (known as the MASH Team), and complete the online referral form (known as the MARS form).
- We keep a copy of this process (flowchart) with relevant contact numbers / website address on our notice board for ease of reference.

2.6 Escalation process

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the WSP escalation process.
- We will ensure that staff are aware of how to escalate concerns.
- We will follow local procedures published by WSP to resolve professional disputes.

2.7 Informing parents

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

2.8 Liaison with other agencies and multi-agency working

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

2.9 Allegations against staff and persons in a position of trust



- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting which may include an allegation of abuse.
- We ensure that all staff volunteers and anyone else working in the setting know how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.
- We differentiate between allegations, concerns about the quality of care or practice, and complaints and have a separate process for responding to complaints.
- We respond to any inappropriate behaviour displayed by members of staff or volunteers, which includes:
 - Inappropriate sexual comments;
 - Excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We will recognise and respond to allegations that a person who works with children has:
 - Behaved in a way that has harmed a child or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child;
 - Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the manager within the organisation and the Local Authority Designated Officer (LADO) as necessary to investigate and/or offer advice.
- We also report any such alleged incident to Ofsted (unless advised by the LADO that this is unnecessary due to the incident not meeting the threshold), as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process. Where it is appropriate and practical and agreed with LADO, we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

Key Commitment 3: Preventing Harm and Responding Promptly

3.1 Designated Safeguarding Leadership:

- **Roles and Responsibilities:** The Designated Safeguarding Lead (DSL) and Officer at St. Matthew's Pre School is our setting manager Louise Moyer. The Designating Safeguarding Lead is responsible for implementing our child, young person and adult safeguarding procedures and ensuring that all staff are informed and trained on child protection matters. As Designated Officer, they also ensure that our practices are compliant with current legislation and guidelines.



- **Liaison with Agencies:** The DSL / Designated Officer maintain strong links with statutory and voluntary organisations involved in safeguarding children. This collaboration ensures that we are well-equipped to respond to any safeguarding concerns and that our practices are informed by the latest developments in child protection.

3.2 Staff Training on Social Factors:

- **Understanding Additional Vulnerabilities:** Our safeguarding training includes a focus on social factors that can increase a child's vulnerability, such as social exclusion, domestic violence, controlling or coercive behaviour, mental illness, drug and alcohol misuse (substance misuse), parental learning disabilities and radicalisation. Staff are trained to recognise these factors and understand how they may impact a child's safety.
- **Addressing Various Forms of Harm:** We ensure that all staff are informed and/or trained to recognise possible child abuse in the categories of physical, emotional and sexual abuse and neglect. We ensure that staff are aware and receive training in other ways that children may suffer significant harm and stay up to date with contextual safeguarding matters; abuse of disabled children, fabricated or induced illness, child abuse linked to spirit possession, sexually exploited children, children who are trafficked and/or exploited, female genital mutilation, extra-familial abuse and threats, children involved in violent offending, with gangs and county lines. This knowledge enables our staff to identify and respond to these specific risks effectively. Where we believe that a child in our care or that is known to us may be affected by any of these factors, we follow the procedures below for reporting child protection and child in need concerns and follow the WSP procedures.
- **Aware of Vulnerabilities:** The Designated Safeguarding Lead / Officer ensure all staff are aware of the additional vulnerabilities that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation or culture and that these receive full consideration in child, young person or adult protection related matters.

3.3 Protecting Vulnerable Adults:

- **Adult Safeguarding:** In addition to child protection, the DSL is also responsible for safeguarding vulnerable adults who may come into contact with our services. Staff receive training on recognising and responding to the specific risks faced by vulnerable adults, ensuring that we provide a safe environment for all individuals under our care.

Key Commitment 4: Increasing Safeguarding Confidence and Knowledge

4.1 Identifying and Supporting Early Help:

- **Proactive Identification:** St. Matthew's Pre School staff are trained to identify children and families who may benefit from early help. We work closely with local early help services to provide timely support to those in need, preventing issues from escalating and ensuring that children and families receive the right interventions at the right time.
- **Empowering Decision-Making:** We provide our staff with the support and guidance needed to make informed decisions about safeguarding. Clear protocols are in place to help staff determine when to refer cases to external agencies and how to escalate concerns within the organisation.

4.2 Contributing to Local Safeguarding Arrangements:

- **Active Participation in Local Structures:** The DSL at St. Matthew's Pre School actively participates in local safeguarding partnerships, ensuring that our setting's experiences and perspectives are represented at the strategic level. This involvement helps to shape local safeguarding policies and improve outcomes for all children in the community.



- **Sharing Best Practices:** We share our knowledge and experiences with local safeguarding leaders, contributing to the continuous improvement of safeguarding practices across the sector. This collaboration helps to ensure that our safeguarding approach remains effective and up-to-date.

4.3 Ongoing Professional Development:

- **Continuous Learning:** Safeguarding training at St. Matthew's Pre School is not limited to initial induction; we provide ongoing professional development opportunities for all staff. This includes access to paid for online training, external training and regular discussions and safeguarding scenarios that keep our team informed of developments in safeguarding.
- **Reflective Practice:** We conduct regular reviews of safeguarding incidents and near-misses within our setting to identify areas for improvement. These reviews are shared with staff to promote a culture of continuous learning and to ensure that our practices evolve in response to new challenges and insights.

Conclusion

At St Matthew's Pre School, safeguarding is at the heart of everything we do. Our comprehensive policies and procedures ensure that all children, young people, and vulnerable adults in our care are protected, empowered, and supported to thrive. We remain committed to reviewing and enhancing our safeguarding practices, working closely with our partners to ensure the best possible outcomes for every individual.

Legal references

Primary legislation

Children Act 1989 – s 47

Protection of Children Act 1999

Care Act 2014

Children Act 2004 s11

Children and Social Work Act 2017

Safeguarding Vulnerable Groups Act 2006

Counter-Terrorism and Security Act 2015

General Data Protection Regulation 2018

Data Protection Act 2018

Modern Slavery Act 2015

Sexual Offences Act 2003

Serious Crime Act 2015

Criminal Justice and Court Services Act (2000)

Human Rights Act (1998)

Equalities Act (2006)

Equalities Act (2010)

Disability Discrimination Act (1995)



Data Protection Act (2018)

Freedom of Information Act (2000)

Legal references

Working Together to Safeguard Children (HMG 2023)

Statutory Framework for the Early Years Foundation Stage 2023

What to Do if You're Worried a Child is Being Abused (HMG 2015)

Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism' (HMG 2015)

Keeping Children Safe in Education 2022

Education Inspection Framework (Ofsted 2023)

The framework for the assessment of children in need and their families (DoH 2000)

The Common Assessment Framework (2006)

Statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE 2015)

Further guidance

Information sharing advice for safeguarding practitioners (DfE 2018)

The Team Around the Child (TAC) and the Lead Professional (CWDC 2009)

The Common Assessment Framework (CAF) – guide for practitioners (CWDC 2010)

Multi-Agency Statutory Guidance on Female Genital Mutilation (HMG. 2016)

Multi-Agency Public Protection Arrangements (MAPPA) (Ministry of Justice, National Offender Management Service and HM Prison Service 2014)

Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (HMG 2010)

Safeguarding Children in whom Illness is Fabricated or Induced (HMG 2007)

Safeguarding Disabled Children: Practice Guidance (DfE 2009)

Safeguarding Children who may have been Trafficked (DfE and Home Office 2011)

Child sexual exploitation: definition and guide for practitioners (DfE 2017)

Handling Cases of Forced Marriage: Multi-Agency Practice Guidelines (HMG 2014)

Safeguarding and social work Teams	01925 443322
Multi-Agency Safeguarding Hub (MASH)	01925 443400
LADO	01925 442079 or LADO@warrington.gov.uk
Early Help Support Team	01925 443136 or earlyhelpsupport@warrington.gov.uk



WSP	01925 444085
Childline	0800 1111
NSPPC Helpline Service 10am-8pm	0808 800 5000 Email help@nspcc.org.uk



St Matthews Pre-School Group

Children's Rights and Entitlements

POL 002

This policy outlines our commitments to the rights and entitlements of the children in our care.

Date	Task	Name	Position
September 2018	Policy Written	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
May 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Reviewed	Louise Moye	Pre-School Manager
August 2024	Policy Reviewed	Louise Moye	Pre-School Manager



Policy 002 Children's Rights and Entitlements

Policy Statement

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

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

To be strong means to be:

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

To be resilient means to:

- be sure of their self-worth and dignity;



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

To be listened to means:

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



St Matthews Pre-School Group

Late / Uncollected Child & Absence

POL 003

This policy outlines the procedures to be followed in the event than an authorised adult does not collect a child at the end of a session, if that adult is late or if the child is absent without explanation / has recurrent absences.

Date	Task	Name	Position
September 2016	Policy Amended	Sara Frost	Pre-School Manager
September 2017	Policy Amended	Sara Frost	Pre-School Manager
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
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August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 003 Late / Uncollected child

Policy Statement

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

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

We take steps to ensure that children are kept safe, that their wellbeing is promoted, and they do not miss out on their entitlements and opportunities. At the very least, good attendance promotes good outcomes for children. In a small minority of cases, good attendance may also lead to early identification of more serious concerns for a child or family.

Procedures

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on the child's EY Log and also kept in the Child's Details File:
 - Home address and telephone number(s)
 - Emergency contact information.
 - Names, relationship and telephone number of adults who are authorised by the parent to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
 - Password for collection.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name and telephone number of the person who will be collecting their child. This is recorded on the child's EY Log record and also kept in the Child's Details File. To verify the identity of the person who is to collect their child, parents are asked to provide a password, which is recorded on the child's EY Log record and also kept in the Child's Details File. Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. Our contact telephone number is 07391483126.

Uncollected child:

If a child is not collected at their expected collection time, we follow the procedures below:

- The child's EY Log file / register / phone is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted.



- If this is unsuccessful, the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the child's EY Log record and also kept in the Child's Details File - are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on their EY Log record which is also kept in the Child's Details File.
- If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, we apply the procedures for uncollected children.
- If we have any cause to believe the child has been abandoned, we contact the local authority children's social services team on 01925 444239 or safeguarding children's unit on 01925 457013.
- If the children's social care team is unavailable, we will contact the local police
- After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.
- The child stays at the setting in the care of two of our fully-vetted staff, one of whom will be our manager or deputy until the child is safely collected either by the parents or by a social care worker, or by another person specified by social care.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
- We ensure that the child is not anxious and we do not discuss our concerns in front of them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.

Late collection

- We have to vacate the pre-school premises by 3:30pm and are not covered for insurance purposes after this time. Any child not collected on time will be charged at a rate of £10.00 per child after the initial 5-minute period.
- If there are recurring incidents of late collection, a meeting is arranged with our manager and the parents to agree a plan to improve time-keeping and identify any further support that may be required.

Recording

- Staff make a record of the incident in the child's file. A record of conversations with parents should be made, with parents being asked to sign and date the recording.
- This is logged on the child's personal file along with the actions taken. A Confidential safeguarding incident report form should also be completed if there are safeguarding and welfare concerns about the child, or if Social Care have been involved due to the late collection.
- Ofsted may be informed.



Absence

There are several reasons why a child may be absent from a setting. In most cases it is reasonable to expect that parents/carers alert the setting as soon as possible, or in the case of appointments and holidays give adequate notice. Parents are advised that they should contact the setting within one hour of the time the child would have been expected to advise of their absence. Designated safeguarding leads must also adhere to Local Safeguarding Partners (LSP) requirements, procedures and contact protocols for children who are absent or missing from the provision.

- If a child who normally attends fails to arrive and no contact has been received from their parents, the designated person, takes immediate action to contact them to seek an explanation for the absence and be assured that the child is safe and well.
- Attempts to contact the child's parents or other named carers continue throughout the day on the first day of absence.
- If no contact is made with the parents and there is no means to verify the reason for the child's absence i.e. through a named contact on the child's registration form, this is recorded as an unexplained absence on the child's personal file and is followed up by the manager each day until contact is made.
- If contact has not been made within three working days, children's services will be contacted for advice about making a referral. Other relevant services maybe contacted as per LSP procedures.
- All absences are recorded on the child's personal file with the reason given for the absence, the expected duration and any follow up action taken or required with timescales.
- Absence records are retained for at least three years, or until the next Ofsted inspection following a cohort of children moving on to school.

If at any time further information comes to light that gives cause for concern, procedure 06.1 Responding to safeguarding or child protection concerns is immediately followed.

Safeguarding vulnerable children

- The designated safeguarding lead or key person attempts to contact the parents to establish why the child is absent. If contact is made and a valid reason given, the information is recorded in the child's file.
- Any relevant professionals involved with the child are informed, e.g. social worker/family support worker.
- If contact is made and the designated safeguarding lead is concerned that the child is at risk, the relevant professionals are contacted immediately. The events, conversation and follow-up actions are recorded. If contact cannot be made, the designated person contacts the relevant professionals and informs them of the situation.
- If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.



- If at any time information comes to light that gives cause for concern, 06 Safeguarding children, young people and vulnerable adults procedures are followed immediately.

Safeguarding

- If a child misses three consecutive sessions and it has not been possible to make contact, the designated person calls Social Care and makes a referral if advised.
- If there is any cause for concern i.e. the child has a child protection plan in place or there have been previous safeguarding and welfare concerns, the designated person attempts to contact the child's parent/carer immediately. If no contact is made, the child's absence is logged on 06.1b Safeguarding incident reporting form, and Social Care are contacted immediately, and safeguarding procedures are followed.

Poor/irregular attendance

Whilst attendance at an early years setting is not mandatory, regular poor attendance may be indicative of safeguarding and welfare concerns that should be followed up.

- In the first instance the setting manager should discuss a child's attendance with their parents to ascertain any potential barriers i.e. transport, working patterns etc and should work with the parent/s to offer support where possible.
- If poor attendance continues and strategies to support are not having an impact, the setting manager must review the situation and decide if a referral to a multi-agency team is appropriate.
- Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the setting is reported to the Social Care worker without delay.

In the case of funded children the local authority may use their discretion, where absence is recurring or for extended periods, taking into account the reason for the absence and impact on the setting. The setting manager is aware of the local authority policy on reclaiming refunds when a child is absent from a setting.



St Matthews Pre-School Group

Late / Uncollected Child

POL 003

This policy outlines the procedures to be followed in the event than an authorised adult does not collect a child at the end of a session or if that adult is late.

Date	Task	Name	Position
September 2016	Policy Amended	Sara Frost	Pre-School Manager
September 2017	Policy Amended	Sara Frost	Pre-School Manager
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
May 2021	Policy Updated	Alison Lockie	Pre-School Manager
August 2023	Policy Reviewed	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 003 Late / Uncollected child

Policy Statement

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

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

Procedures

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on the child's EY Log and also kept in the Child's Details File:
 - Home address and telephone number(s)
 - Emergency contact information.
 - Names, relationship and telephone number of adults who are authorised by the parent to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
 - Password for collection.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name and telephone number of the person who will be collecting their child. This is recorded on the child's EY Log record and also kept in the Child's Details File. To verify the identity of the person who is to collect their child, parents are asked to provide a password, which is recorded on the child's EY Log record and also kept in the Child's Details File. Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. Our contact telephone number is 07391483126.

Uncollected child:

If a child is not collected at their expected collection time, we follow the procedures below:

- The child's EY Log file / register / phone is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the child's EY Log record and also kept in the Child's Details File - are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.



- The child does not leave the premises with anyone other than those named on their EY Log record which is also kept in the Child's Details File.
- If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, we apply the procedures for uncollected children.
- If we have any cause to believe the child has been abandoned, we contact the local authority children's social services team on 01925 444239 or safeguarding children's unit on 01925 457013.
- If the children's social care team is unavailable, we will contact the local police
- After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.
- The child stays at the setting in the care of two of our fully-vetted staff, one of whom will be our manager or deputy until the child is safely collected either by the parents or by a social care worker, or by another person specified by social care.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
- We ensure that the child is not anxious and we do not discuss our concerns in front of them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.

Late collection

- We have to vacate the pre-school premises by 3:30pm and are not covered for insurance purposes after this time. Any child not collected on time will be charged at a rate of £10.00 per child after the initial 5-minute period.
- If there are recurring incidents of late collection, a meeting is arranged with our manager and the parents to agree a plan to improve time-keeping and identify any further support that may be required.

Recording

- Staff make a record of the incident in the child's file. A record of conversations with parents should be made, with parents being asked to sign and date the recording.
- This is logged on the child's personal file along with the actions taken. A Confidential safeguarding incident report form should also be completed if there are safeguarding and welfare concerns about the child, or if Social Care have been involved due to the late collection.
- Ofsted may be informed.



St Matthews Pre-School Group

Missing Child

POL 004

This policy outlines our procedures to be followed in the event a child goes missing during a pre-school session or on an organised outing.

Date	Task	Name	Position
September 2016	Policy Amended	Sara Frost	Pre-School Manager
September 2017	Policy Amended	Sara Frost	Pre-School Manager
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
May 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 004 Missing child

Policy Statement

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

Procedures

Child goes missing on the premises

- As soon as it is noticed that a child is missing, the setting manager (Louise Moye) is informed, who initiates a search within the setting.
- The register is checked to ensure all other children are present.
- If the child is found on-site, our manager checks on the welfare of the child and investigates the circumstances of the incident.
- If the child is not found on site, one member of staff / our manager searches the building, garden and immediate vicinity.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If there is no sign of the child, the police are called immediately. If it is suspected that the child may have been abducted, the police are informed of this.
- The parent(s) are then called and informed.
- A recent photo and a note of what the child is wearing is given to the police.
- Our manager talks to staff to find out when and where the child was last seen and records this.
- Our manager contacts the chair and reports the incident.

Child goes missing on an outing

This describes what to do when our staff have taken a group on an outing;

-leaving our manager and/or other staff back in our setting premises, and

If our manager has accompanied children on the outing.

(The procedure when a child goes missing from a whole group outing with parents in attendance is out of scope as the parents are responsible for their own children in this instance).



- As soon as it is noticed that a child is missing, the staff members on the outing ask children to stand with their designated carer and they carry out a headcount to ensure all other children are present.
- One member of staff searches the immediate vicinity but does not search beyond that.
- If the child is found, the welfare of the child is checked and our manager is informed (if not on the outing), who then investigates the circumstances of the incident.
- If the child is not found, our senior member on the outing contacts the police and reports that child as missing.
- Our manager is contacted immediately (if not on the outing) and the incident is recorded.
- Our manager informs the parent(s).
- Members of staff return the children to the setting as soon as possible, if it is safe to do so. According to the advice of the police, one senior member of staff or our manager where applicable, should remain at the site where the child went missing and wait for the police to arrive.
- A recent photo and description of what the child is wearing is given to the police.
- Our manager contacts the chair and reports the incident.
- Our staff keep calm and do not let the other children become anxious or worried.

Recording and reporting

- A record is made on the Child welfare and protection summary form and the Safeguarding incident reporting form. The manager as designated person completes and circulates a confidential safeguarding incident report to the designated officer on the same day that the incident occurred.

The investigation

- Ofsted are informed as soon as possible (and at least within 14 days) and kept up to date with the investigation.
- Our chair, carries out a full investigation, taking written statements from all our staff and volunteers who were present.
- Our manager, together with our deputy speaks with the parent(s) together to explain the process of the investigation.
- The parent(s) may also raise a complaint with us or Ofsted.
- Each member of staff present during the incident writes a full report using the Safeguarding incident reporting form, which is filed in the child's file, detailing:
 - The time and date of the incident.
 - Where the children went missing from e.g. the setting or an outing venue.



- Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
- When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
- What has taken place in the premises or on the outing since the child went missing.
- The report is counter-signed by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.
- The insurance provider is informed as appropriate.

Managing People

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



St Matthews Pre-School Group

Online Safety (including Mobile Phones, Cameras, Social Media etc)

POL 005

This policy outlines our procedures to be followed to ensure that online safety is maintained at all times.

Date	Task	Name	Position
September 2016	Policy Amended	Sara Frost	Pre-School Manager
September 2017	Policy Amended	Sara Frost	Pre-School Manager
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Amended	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
January 2024	Policy Updated	Louise Moye	Pre-School Manager
January 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 005 Online Safety (including Mobile Phones, Cameras, Social Media etc)

Policy Statement

We take steps to ensure that there are effective procedures in place to protect children from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

Procedures

- The designated person (manager) is responsible for co-ordinating action taken to protect children.

Online Safety

It is important that children and young people receive consistent messages about the safe use of technology and are able to recognise and manage the risks posed in both the real and the virtual world.

Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks. The issues are:

Content – being exposed to illegal, inappropriate or harmful material

Contact – being subjected to harmful online interaction with other users

Conduct – personal online behaviour that increases the likelihood of, or causes, harm

Information Communication Technology (ICT) equipment

- Only ICT equipment belonging to the setting is used by staff and children.
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- Virus protection is installed / used as appropriate.
- The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

Internet Access

- The designated person has overall responsibility for ensuring that children are safeguarded against any potential internet access.
- Children only have access to the internet with supervision.
- Children are taught the following stay safe principles, in an age-appropriate way, for using any ICT outside the setting which may have internet access;
 - only go online with a grown up



- be kind online and keep information about me safely
 - only press buttons on the internet to things I understand
 - tell a grown up if something makes me unhappy on the internet
- Parents are advised about online safety.
- If a second-hand computer / iPad is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
- All computers / iPads for use by children, are located in an area clearly visible to staff.
- Staff support children's resilience in relation to issues they may face online, and address issues such as staying safe, appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways. All computers for use by children are sited in an area clearly visible to staff.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.
- The setting manager ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.

Email

- Children do not use email in the setting.
- Parents and staff are not permitted to use setting equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children.
- Staff send any personal information on a password protected document.

Mobile phones – children

- Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in the locked cupboard until the parent collects them at the end of the session.

Mobile phones and smart watches – staff and visitors

- Personal mobile phones are not used where children are present and if brought into the setting, are to be kept in the designated cupboard in the kitchen.
- Staff may only access their phones, in the kitchen or away from the setting during breaktimes.
- Staff can give the Pre School phone number to those necessary for emergency purposes only. If expecting an emergency phone call to their own phone, staff are to make the manager aware and this will be handled at the discretion of the manager.



- Our staff ensure that the pre-school phone number is known to their own family and other people who may need to contact them in an emergency.
- If our members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
- Parents and visitors are requested not to use their mobile phones and smart watches whilst on the premises.
- Staff are permitted to wear smartwatches or a fitness tracker, on the basis these devices do not have an in-built camera. We advocate health and well-being of our staff and understand that these devices can be used to record daily physical activity, together with other data relating to fitness or health, such as the number of calories burned, heart rate, etc. Smartwatches and some fitness trackers have the ability to show notifications of calls and texts, but this feature must be turned off when worn by staff working directly with children. This will be monitored by the manager.

Pre-school phone

- The preschool phone is used to communicate with parents, including phone calls, text messages, WhatsApp (including a closed parent group chat). To facilitate necessary parent communication and charging, the phone will be taken home by the manager at the end of each day. The manager is required to adhere to the following guidelines:
 - Must keep the phone in their possession at all times.
 - Must not use the phone for any personal use.
 - Must not allow any other persons to use the phone.
 - Must not give out the security details of the phone.
 - The phone must only be connected to a Wi-Fi network that is secure.
 - In the event that the manager is not available, the deputy will follow these guidelines.
- If in the event that the Pre School phone is not working, parents are to be informed via EY Works Messaging service and email immediately so that they are aware of how to contact Pre School. They should then be updated once the issue has been resolved.

Cameras and videos

- Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, to share with parents via a closed parent WhatsApp group, on EY Works for Learning Journeys, for our website or for other pre-school promotional material, with permission received by parents (see EY Works records and Permissions Checklist). Such use is monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children.



- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised e.g. ensuring children are not identified by name.
- Each year a professional photography company visits to take portrait photographs of the children for parents/guardians to purchase. Parents/Guardians are given the choice to opt out of this if they wish, and photographs are not shared with other children's parents.

iPads

- The pre-school staff iPad can be used to take photographs and videos of children for the use of displays, EY Works for Parental Involvement and Learning Journeys.
- Photographs can be uploaded to Learning Journeys on EY Works. Staff must ensure that photographs are appropriate (ensuring to check the background of photographs), those sent to parents do not contain any other children (unless permission has been granted) and extra care must be taken to ensure that they are uploaded to the correct person's Learning Journey.
- At the end of each pre-school year, all photographs are to be deleted from the iPad.
- In certain circumstances the manager may give permission for a member of staff to take the iPad home to continue pre-school work, otherwise the iPad will be securely stored within a locked cupboard on the premises, or taken home by the manager for the purpose of charging. Should the manager approve the iPad's removal from the setting, staff are required to adhere to the following guidelines:
 - Must sign the iPad out and back in, using the signing out sheet.
 - Must keep the iPad in their possession at all times.
 - Must not use the iPad for any personal use.
 - Must not allow any other persons to use the iPad.
 - Must not give out the security details of the iPad.
 - Must ensure the policies written by EY Works are followed when using this program.
 - iPads must only be connected to a Wi-Fi network that is secure.
 - Any damage to the iPads must be reported immediately.

Social media

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct.
- In the event that staff name the organisation or workplace in any social media, they do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work.
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.



- Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending.
- Photographs and videos of the setting and of children may be used on our Facebook and Instagram pages with permission received by parents (see EY Works records and Permissions Checklist). Staff will ensure that safeguarding risks are minimised e.g. ensuring children are not identified by name.

Use and/or distribution of inappropriate images

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

Cyber Bullying

- If staff become aware that a child is the victim of cyber-bullying at home or elsewhere, our setting manager is to discuss this with the parents and refer them to help, such as: NSPCC Tel: 0808 800 5000 www.nspcc.org.uk or ChildLine Tel: 0800 1111 www.childline.org.uk

Cyber Security

- We take steps to ensure that all important information is secure and backed-up
- Passwords / pin codes are used to control access to computers and other devices where information is held with further passwords added to individual documents that contain confidential information
- Devices are kept free from viruses and malware wherever possible
- Suspicious messages /requests are dealt with carefully and advice is sought from the National Cyber Security Centre when required. (www.ncsc.gov.uk)

Further guidance

- NSPCC and CEOP Keeping Children Safe Online training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course
- Childnet.com – Keeping under-fives safe online (for parents and carers)
- NCSC article: Early Years Providers helped to take first steps with cyber security (2021)
- Safeguarding children and protecting professionals in early years settings: online safety considerations (Government publication 2019)





St Matthews Pre-School Group

Employment / Safe Recruitment

POL 006

This policy outlines our procedures to be followed for employment / recruitment of all staff.

Date	Task	Name	Position
September 2016	Policy Amended	Sara Frost	Pre-School Manager
September 2017	Policy Amended	Sara Frost	Pre-School Manager
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
January 2022	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Reviewed	Louise Moye	Pre-School Manager
August 2024	Policy Reviewed	Louise Moye	Pre-School Manager



Policy 006 Employment / Safe Recruitment

Policy Statement

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

Procedures

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions, which set out their 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 disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
- Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.
- We subscribe to the DBS Update Service so that we can ensure that all staff and volunteers DBS check is up-to-date throughout the duration of their employment with us.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
- We obtain consent from staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.



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

Notifying Ofsted of changes

- We inform Ofsted of any changes to our Registered Person and our manager.

Training and staff development

- Our manager and deputy hold, at least, an approved Level 3 qualification, or equivalent, and all other staff members hold the CACHE Level 2 Certificate for the Children and Young People's Workforce or an equivalent or higher qualification.
- We provide regular in-service training to all staff through the Early Years Alliance (EduCare), NoodleNow and external agencies.
- Our budget allocates resources to training based on affordability.
- We provide staff with induction training in the first week of their employment. This induction includes Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures are introduced within an induction plan and are available to view on our website.
- We support the work of staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken. (Refer to No Smoking, Drugs & Alcohol Policy).

Managing staff absences and contingency plans for emergencies

- Staff take their holiday breaks when the setting is closed. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with the Manager 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 individual's contract of employment.



St Matthews Pre-School Group

Staff Induction

POL 007

This policy outlines the procedures to be followed when a new member of staff joins the setting.

Date	Task	Name	Position
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
July 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Reviewed	Louise Moye	Pre-School Manager



Policy 007 Staff Induction

Policy statement

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

Procedures

- We have a written induction plan (and tick list which is signed on completion) for all new staff, which includes the following:
 - Introductions to all employees and volunteers, including management committee members.
 - Familiarisation with the building, health and safety, and fire and evacuation procedures.
 - Ensuring our policies and procedures are read, signed and adhered to.
 - Introduction to the parents, especially parents of allocated key children where appropriate.
 - Familiarisation with confidential information and learning journeys in relation to any key children, where applicable.
 - Details of the tasks and daily routines to be completed.
 - Addition to and familiarisation of the EY Works system.
- The induction period lasts at least two weeks. The manager is responsible for the induction of new employees and volunteers. A member of the senior management team inducts new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.
- Following induction, we continue to support our staff to deliver high quality performance through regular supervision and appraisal of their work.

Further information

- The New Early Years Employee Handbook (Pre-school Learning Alliance 2019)
- Recruiting Early Years Staff (2016)
- People Management in the Early Years (2016)
- EYFS 2021



St Matthews Pre-School Group

Paediatric First Aid

POL 008

This policy outlines the procedures followed in ensuring we competently administer first aid to children or adults as required.

Date	Task	Name	Position
September 2016	Policy Amended	Sara Frost	Pre-School Manager
September 2017	Policy Amended	Sara Frost	Pre-School Manager
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
July 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Reviewed	Louise Moye	Pre-School Manager



Policy 008 Paediatric First Aid

Policy statement

We are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one adult with a current paediatric first aid certificate is on the premises, or on an outing, at any one time. All staff who achieved an early years qualification at level 2 or 3 on or after 30 June 2016 also have to have a paediatric first aid certificate in order to be counted in the adult:child ratios. The first aid qualification includes first aid training for infants and young children. We have evidence of due diligence when choosing first aid training and ensure that it is relevant to adults caring for young children.

Procedures

The first aid kit

Our first aid kit is accessible at all times and contains the following items:

- Triangular bandages (ideally at least one should be sterile) x 4.
- Sterile dressings:
 - Small x 3.
 - Medium x 3.
 - Large x 3.
- Composite pack containing 20 assorted (individually-wrapped) plasters x 1.
- Sterile eye pads (with bandage or attachment) e.g. No 16 dressing x 2.
- Container of 6 safety pins x 1.
- Guidance card as recommended by HSE x 1.

In addition, the following equipment is kept near to the first aid box:

- 2 pairs of disposable plastic (PVC or vinyl) gloves.
- 1 plastic disposable apron.
- A children's ear thermometer (with disposable ear caps)
- Cool packs are kept in the fridge
- Information about who has completed first aid training and the location of the first aid box is provided to all our staff and volunteers. A list of staff who have current PFA certificates is included in our register and supervision file. All Paediatric First Aid certificates are held in our staff files.
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- There is a named person in the setting who is responsible for checking and replenishing the first aid box contents regularly.
- Medication is only administered in line with our Administering Medicines policy.
- Parent(s) consent to emergency medical treatment on registration using EY Works.



- Parent(s) consent to first aid being administered on registration using EY Works.
- In the case of minor injury or accidents, first aid treatment is given by a qualified staff member.
- In the event of minor injuries or accidents, we complete an accident form on EY Works, this will go straight to the parent via the app for them to sign, we will also inform parents when they collect their child, unless the child is unduly upset or we have concerns about the injury. In which case we will contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP.
- An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken.
- Parents give consent using EY Works, allowing a member of staff to take their child to the nearest Accident and Emergency unit by ambulance to be examined, treated or admitted as necessary on the understanding that they have been informed and are on their way to the hospital.
- Accidents and injuries are recorded on our EY Works system, where applicable, notified to the Health and Safety Executive, Ofsted and/or local child protection agencies in line with our Recording and Reporting of Accident and Incidents Policy.

Legal framework

- Health and Safety (First Aid) Regulations (1981)
- Statutory Framework for EYFS (2021)

Further guidance

- First Aid at Work: Your questions answered (HSE Revised 2015)
- Basic Advice on First Aid at Work (HSE Revised 2012)
- Guidance on First Aid for Schools (DfE Revised 2014)
- First Aid Management Record (Pre-school Learning Alliance 2016)
- Accident Record (Pre-school Learning Alliance 2017)
- Medication Administration Record (Pre-school Learning Alliance 2017)



St Matthews Pre-School Group

Staff Supervisions

POL 009

This policy outlines the procedures to be followed for the supervision of staff.

Date	Task	Name	Position
September 2016	Policy Written	Caroline Carr / Andrea King	Pre-School Supervisors
September 2017	Policy Reviewed	Sara Frost	Pre-School Manager
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
September 2023	Policy Updated	Louise Moye	Pre-School Manager
September 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 009 Staff Supervisions

Policy statement

Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision making that improves practice and seeks to improve the service that is provided to children and parents.

Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional development.

Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. Supervision meeting should provide opportunities for staff to;

- Discuss any issues – particularly concerning children's development and well being
- Identify solution to address issues as they arise
- Receive coaching to improve personal effectiveness

Procedures

- All practitioners who work directly with children and families are supervised by a supervisor.
- Types of supervision undertaken at the setting and their frequency include;
 - Staff 1:1 Supervision -Termly
 - Peer Observation - Termly
 - Discussion of Key Children / Feedback progress – Termly
 - Learning Journey Audits - Sample checks throughout the year

Supervision Meetings

- These are held in a confidential space suitable for the task;
- The Supervision Record Form is completed by the manager and retained in the staff member's personal file and is stored securely at all times;
- All supervision meetings include a discussion relating to
 - Review of progress on actions from previous meetings
 - Current Workload and Well-being
 - Concerns / Whistleblowing / Team Issues
 - Performance / Peer Observations
 - Training Requirements
 - AOB
- All aspects of supervisions must focus on promoting the interest of children and ensuring the well-being of the staff team.



Peer Observations

- These are carried out by all practitioners working with peers
- The Peer Observation Template should be completed, feedback given and the form is then retained in the staff member's personal file and stored securely at all times.

Content

The child focused element of supervision meetings must include discussion about:

- the development and well-being of the supervisee's key children and offer staff opportunity to raise concerns in relation to any child attending. *Safeguarding concerns must always reported to the designated person immediately and not delayed until a scheduled supervision meeting*
- reflection on the journey a child is making and potential well-being or safeguarding concerns for the children they have key responsibility for
- promoting the interests of children.
- coaching to improve professional effectiveness based on a review of observed practice
- reviewing plans and agreements from previous supervisions including any identified learning needs for the member of staff
- During supervision staff can discuss any concerns they have about inappropriate behaviour displayed by colleagues, but must never delay until a scheduled supervision to raise concerns.
- Staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children that have occurred during their employment. New information is referred immediately to the designated person.

Recording

- Key person supervision discussions are recorded and is retained by the supervisor and a copy provided to the key person.
- The key person and supervisor must sign and date the minutes of supervision within 4-6 weeks of it happening and disagreements over recorded content must be minuted.
- Each member of staff has a file that supervisions are stored in securely at all times.
- Concerns raised during supervision about an individual child's welfare may result in safeguarding concerns not previously recognised as such, these are recorded on 06.1b Safeguarding incident reporting form and placed on the child's file. The reasons why the concerns have not previously been considered are explored.



- Additional safeguarding or welfare decisions made in relation to a child during supervision are recorded on the individual case file. The supervisor (if not the designated person) should ensure the recording is made and the designated person is notified.

Checking continuing suitability

- Supervisors check with staff if there is any new information pertaining to their suitability to work with children. This only needs to be recorded on the supervision meeting record.

Exceptional Circumstances

Where exceptional circumstances prevent staff from conducting supervision as outlined in this procedure, the line manager is informed in writing, a copy placed on the supervision file and the appropriate actions agreed to ensure that the setting meets its obligations within the EYFS.

Further guidance

[Recruiting Early Years Staff](#) (Alliance 2016)

[People Management in the Early Years](#) (Alliance 2016)



St Matthews Pre-School Group

Role of a Key Worker & Settling In

POL 010

This policy outlines the procedures to be followed by the key worker on admission of a new child.

Date	Task	Name	Position
September 2018	Policy Written	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Amended	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 010 Role of a Key Worker & 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 are committed to the key person approach which benefits the child, the parents, the staff and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- We allocate a key person before the child starts, with sessions and staff rotas taken into account. However, if the child forms a closer bond with another member of staff, this may be amended accordingly.
- The key person is responsible for:
 - Settling the child into our setting. (Whilst the manager/ administrator is checking relevant information with parents, including permissions, and explaining policies and procedures to parents particularly with regard to Safeguarding and Prevent Duty).
 - Offering unconditional regard for the child and being non-judgemental.
 - Planning and delivering a personalised plan for the child's well-being, care and learning.
 - Acting as the key contact for the parents.
 - Developmental records and for sharing information on a regular basis with the child's parents (on request), to keep those records up-to-date, reflecting the full picture of the child in our setting.
 - Encouraging positive relationships between children, spending time with them individually / as a group each session.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.
- The key person has a responsibility towards their key children to report any concern about their development, welfare or child protection matter to the setting manager and to follow the procedures in this respect.



- Regular supervision with the setting manager provides further opportunities to discuss the progress and welfare of key children.

Settling-in

- Before a child starts to attend our setting, we use a variety of ways to provide their parents with information. These include written information on our website, individual meetings with parents and a personal starter information pack.
- During the half-term before a child is admitted, we provide opportunities to arrange a home visit with the child and their parents, for them to get to know the manager and the deputy in an environment that is secure and familiar to the child. For the home visit;
 - Staff will make their own way to and from the family's home.
 - Staff will stay together during the home visit and would not expect to be left alone with the child at any time.
 - Staff will be conscious of the fact that they are guests in the family's home and will treat all families with a high level of respect and regard during the visit.
 - All staff will provide evidence of identity if requested by the family.
 - Before attending a home visit, staff will record the following details at pre-school: time, name and address of appointment, method of transport, emergency contact details of staff conducting home visit.
 - At any time during the visit, parents may ask a staff member to leave and do not have to give a reason why. Both staff members will leave in this situation.
 - If a member of staff feels unsafe or threatened in anyway during the home visit they will leave the premises.
 - As childcare practitioners we have a duty of care to all children. In the event that we see or hear anything that may compromise the welfare of a child, we have an obligation to report this to the appropriate authorities.
- During the half-term before a child is admitted, we provide opportunities for the child and their parent(s) to visit the setting and meet the key worker.
- The key person welcomes and looks after the child at the child's first session and during the settling-in process wherever possible.
- We use pre-start visits and the first session at which a child attends to explain and check, with their parent(s), the child's registration records.
- When a place is confirmed, we explain the process of settling-in with their parent(s).
- When starting at pre-school, every child will have at least one 2-hour settling-in session.
- We encourage the parent or carer to 'kiss and go'. We believe that prolonged 'goodbyes' do not help either the parent or the child. We keep the parent informed via WhatsApp / EY Works App of how



their child settles after they have left. We would call the parent to return to the setting if the child becomes too distressed / is finding it difficult to settle.

- Some children may take longer to settle in and we will continue to suggest shorter sessions for period of up to two weeks. Parent(s) should be prepared to make arrangements for this scenario.
- Children who have had a period of absence may also need support to re-settle.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when they arrive, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left after a number of sessions.
- Within the first six to eight weeks of starting, we discuss with the child's parents their child's learning journey so far, at the arranged settling in chat.

The progress check at age two

- The key person carries out the progress check at age two.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development. This is shared at the settling in chat, as appropriate.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where further support or intervention is required.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.



St Matthews Pre-School Group

Staffing

POL 011

This policy outlines the procedures to be followed to ensure suitable and sufficient staff are present during a session.

Date	Task	Name	Position
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
July 2021	Policy Amended	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 011 Staffing

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

Procedures

To meet this aim we use the following ratios of adult to children:

- Children aged two years: 1 adult : 5 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult : 8 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- Two members of staff are on the premises before children are admitted in the morning and the end of the day; one of which should be the manager or deputy.
- Only those staff aged 17 or over are included in ratios.
- At least one Paediatric First Aider must be on site at all times when children are present.
- The number of children for each key person takes into account the individual needs of the children and the capacity of the individual key person to manage their cohort.
- A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or deputy manager.
- In the unlikely event that both manager and deputy are needed to be away from setting then a 3rd in charge will be assigned but as Designated Safeguarding Lead and Deputy Safeguarding Lead, one of the manager or deputy must be contactable by phone at all times.
- Our manager/ deputy manager deploys our staff to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight or hearing of staff at all times.
- All staff are deployed according to the needs of the setting and the children attending.
- In open plan provision, staff are positioned in areas of the room and outdoors to supervise children and to support their learning.
- Staff are responsible for ensuring that equipment in their area is used appropriately and that the area is tidy at the end of the session.
- Staff plan their focus on activities



- Staff inform colleagues if they have to leave the room for any reason.
- There are generally two members of staff outside in the garden when it is being used, one of whom supervises climbing equipment that has been put out.
- The setting manager may direct other members of staff to join those outside, if the numbers of children warrant additional staff.
- Staff focus their attention on the children at all times whilst having a wider awareness of what is happening around them.
- Staff allow time for colleagues to engage in 'sustained shared interaction' with children and do not interrupt activities led by colleagues.
- Sufficient staff are available at story times to engage children.
- Key persons spend time with key groups daily; these times are not for focussed activities but for promoting shared times and friendship.
- We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person develops a relationship with parents for the child's well-being and development in the setting. The key person meets with the family for discussion and consultation on their child's progress (settling in chats and parents evening) and offers support in guiding their development at home as appropriate.
- We hold staff meetings to discuss any aspects of curriculum planning and supervisions to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Staff children

- Where members of staff have their own children with them at the setting, the age of the child must fall within the stipulated ages of the setting's Ofsted registration.
- Where members of staff are likely to be working directly with their own children, this is subject to discussion before commencement with the setting manager.
- Where it is agreed that a member of staff's child attends the setting, it is subject to the following:
 - the child is treated by the parent and all staff as any other child would be
 - the child will not be in the parent's key group of children
 - the key person and parent will work towards helping the child to make a comfortable separation from the parent to allow the parent to fully undertake their role as a staff member of the setting
 - the key person will take responsibility for the child's needs throughout the day, unless the child is sick or severely distressed



- time and space are made for the parent to breastfeed during the day, if that is their chosen method of feeding
- the situation is reviewed as required, to ensure that the needs of the child are being met, and that the parent is able to fulfil his/her role as a member of staff
- If it is the setting manager's child, then the chair ensures the criteria above is met

Further information

- The New Early Years Employee Handbook (Pre-school Learning Alliance 2019)
- Recruiting Early Years Staff (Pre-school Learning Alliance 2016)
- People Management in the Early Years (Pre-school Learning Alliance 2016)
- Statutory framework for EYFS (2023)



St Matthews Pre-School Group

Administering Medicines

POL 012

This policy outlines the procedures to be followed in the event that staff are required to administer medicines to a child at pre-school.

Date	Task	Name	Position
September 2018	Policy Written	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Updated	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 012 Administering Medicines

Policy statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness. We ensure that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements.

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

Correct administration of medication to children is the responsibility of all staff, normally the child's key worker, but is always checked by another staff member. This includes ensuring that written permission has been obtained from the parent/carer and consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. We notify our insurance provider of all required conditions, as laid out in our insurance policy.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- We only usually administer medication when it has been prescribed for a child by a doctor (or other medically qualified person). It must be in-date and prescribed for the current condition.
- Non-prescription medication, such as pain or fever relief (e.g. Calpol) and teething gel, may be administered, but only with prior written consent of the parent or in an absolute emergency, and only when there is a health reason to do so, such as a high temperature. Children under the age of 16 years are never given medicines containing aspirin unless prescribed specifically for that child by a doctor. The administering of un-prescribed medication is recorded in the same way as any other medication.
- Only a person with parental responsibility (PR), or a foster carer may give consent for the administration of medication and prior written permission must be given (unless in an absolute emergency when parents will be contacted by phone for permission and then recorded as soon as possible afterwards).
- Staff who receive the medication, check it is in date and prescribed specifically for the current condition. It must be in the original container (not decanted into a separate bottle). It must be labelled with the child's name and original pharmacist's label if prescribed.



- Medication dispensed by a hospital pharmacy will not have the child's details on the label but should have a dispensing label. Staff must check with parents and record the circumstance of the events and hospital instructions as relayed to them by the parents.
- The staff member receiving the medication will ask the parent to sign a consent form (the Medication Record Book) stating the following information. No medication may be given without these details being provided:
 - the full name of child and date of birth
 - the name of medication and strength
 - who prescribed it (if applicable)
 - the dosage and times to be given in the setting
 - the method of administration
 - how the medication should be stored and its expiry date
 - any possible side effects that may be expected
 - the signature of the parent, their printed name and the date
- The administration of medicine is recorded accurately in our medication record book or EY Works Medication form each time it is given and is signed by the person administering the medication and a witness. Parents are shown the record at the end of the day and asked to sign the record book/ EY Works Medication Form to acknowledge the administration of the medicine. The medication record records the:
 - name of child
 - name of medication
 - the date and time of dose
 - dose given and method
 - signature of the person administering the medication and a witness who verifies that the medication has been given correctly
 - verified by parent signature at the end of the day
- If the administration of prescribed medication requires medical knowledge e.g. Epipen we obtain individual training for the relevant member(s) of staff by a health professional.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person or other member of staff what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.
- The medication record is monitored to look at the frequency of medication given in the setting. For example, a high incidence of antibiotics being prescribed for a number of children at similar times may indicate a need for better infection control.



Storage of medicines

- All medication is stored safely in a locked cupboard or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The child's key person or manager/ deputy manager is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions (such as asthma), medication for an individual child may be kept at the setting. A Healthcare plan must be completed. Key persons check that it is in date and return any out-of-date medication to the parent.
- Parents do not access where medication is stored, to reduce the possibility of a mix-up with medication for another child, or staff not knowing there has been a change.

Children's medicine is kept on the top shelf in the locked administration cupboard in a clearly marked plastic box or in the fridge in the kitchen (which is not accessible to children).

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

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

Managing medicines on trips and outings

- If children are going on outings, the key person for the child or other staff member who is fully informed about the child's needs and/or medication will accompany the children with a risk assessment.



- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, the original pharmacist's label and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above. For medication dispensed by a hospital pharmacy, where the child's details are not on the dispensing label, we will record the circumstances of the event and hospital instructions as relayed by the parents.
- On returning to the setting the card is stapled to the medicine record book / added to EY Works and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
- This procedure should be read alongside the outing's procedure.

Staff taking medication

Staff taking medication must inform their manager. The medication must be stored securely away from the children. The manager must be made aware of any contra-indications for the medicine so that they can risk assess and take appropriate action as required.

Further guidance

[Medication Administration Record](#) (Early Years Alliance 2019)



HPECS guidance: Exclusion table

Infection	Exclusion period	Comments
Athlete's foot	None	Children should not be barefoot at their setting (for example in changing areas) and should not share towels, socks or shoes with others.
Chickenpox	At least 5 days from onset of rash and until all blisters have crusted over.	Pregnant staff contacts should consult with their GP or midwife.
Cold sores (herpes simplex)	None	Avoid kissing and contact with the sores.
Conjunctivitis	None	If an outbreak or cluster occurs, consult your local health protection team (HPT) .
Respiratory infections including coronavirus (COVID-19)	<p>Children and young people should not attend if they have a high temperature and are unwell.</p> <p>Children and young people who have a positive test result for COVID-19 should not attend the setting for 3 days after the day of the test.</p>	Children with mild symptoms such as runny nose, and headache who are otherwise well can continue to attend their setting.
Diarrhoea and vomiting	Staff and students can return 48 hours after diarrhoea and vomiting have stopped.	<p>If a particular cause of the diarrhoea and vomiting is identified, there may be additional exclusion advice, for example E. coli STEC and hep A.</p> <p>For more information, see Managing outbreaks and incidents.</p>

Infection	Exclusion period	Comments
Diphtheria*	Exclusion is essential. Always consult with your UKHSA HPT .	Preventable by vaccination. Family contacts must be excluded until cleared to return by your local HPT .
Flu (influenza) or influenza like illness	Until recovered	Report outbreaks to your local HPT . For more information, see Managing outbreaks and incidents .
Glandular fever	None	
Hand foot and mouth	None	Contact your local HPT if a large number of children are affected. Exclusion may be considered in some circumstances.
Head lice	None	
Hepatitis A	Exclude until 7 days after onset of jaundice (or 7 days after symptom onset if no jaundice).	In an outbreak of hepatitis A, your local HPT will advise on control measures.
Hepatitis B, C, HIV	None	Hepatitis B and C and HIV are blood borne viruses that are not infectious through casual contact. Contact your UKHSA HPT for more advice.
Impetigo	Until lesions are crusted or healed, or 48 hours after starting antibiotic treatment.	Antibiotic treatment speeds healing and reduces the infectious period.
Measles	4 days from onset of rash and well enough.	Preventable by vaccination with 2 doses of MMR. Promote MMR for all pupils and staff. Pregnant staff contacts should seek prompt advice from their GP or midwife.
Meningococcal meningitis* or septicaemia*	Until recovered	Meningitis ACWY and B are preventable by vaccination. Your local HPT will advise on any action needed.

Infection	Exclusion period	Comments
Meningitis* due to other bacteria	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination. Your UKHSA HPT will advise on any action needed.
Meningitis viral	None	Milder illness than bacterial meningitis. Siblings and other close contacts of a case need not be excluded.
MRSA	None	Good hygiene, in particular handwashing and environmental cleaning, are important to minimise spread. Contact your UKHSA HPT for more information.
Mumps*	5 days after onset of swelling	Preventable by vaccination with 2 doses of MMR. Promote MMR for all pupils and staff.
Ringworm	Not usually required	Treatment is needed.
Rubella* (German measles)	5 days from onset of rash	Preventable by vaccination with 2 doses of MMR. Promote MMR for all pupils and staff. Pregnant staff contacts should seek prompt advice from their GP or midwife.
Scabies	Can return after first treatment.	Household and close contacts require treatment at the same time.
Scarlet fever*	Exclude until 24 hours after starting antibiotic treatment.	Individuals who decline treatment with antibiotics should be excluded until resolution of symptoms. In the event of 2 or more suspected cases, please contact your UKHSA HPT.
Slapped cheek/Fifth disease/Parvovirus B19	None (once rash has developed)	Pregnant contacts of case should consult with their GP or midwife.
Threadworms	None	Treatment recommended for child and household.

Infection	Exclusion period	Comments
Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need or respond to an antibiotic treatment.
Tuberculosis* (TB)	<p>Until at least 2 weeks after the start of effective antibiotic treatment (if pulmonary TB.</p> <p>Exclusion not required for non-pulmonary or latent TB infection.</p> <p>Always consult your local HPT before disseminating information to staff, parents and carers.</p>	<p>Only pulmonary (lung) TB is infectious to others, needs close, prolonged contact to spread.</p> <p>Your local HPT will organise any contact tracing.</p>
Warts and verrucae	None	Verrucae should be covered in swimming pools, gyms and changing rooms.
Whooping cough (pertussis)*	2 days from starting antibiotic treatment, or 21 days from onset of symptoms if no antibiotics	<p>Preventable by vaccination.</p> <p>After treatment, non-infectious coughing may continue for many weeks. Your local HPT will organise any contact tracing.</p>



St Matthews Pre-School Group

Managing Children who are Sick, Infectious or with Allergies

POL 013

This policy outlines the procedures to be followed in respect of children who are sick, infectious or have allergies.

Date	Task	Name	Position
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Amended	Alison Lockie	Pre-School Manager
September 2022	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Reviewed	Louise Moye	Pre-School Manager



Policy 013 Managing Children who are Sick, Infectious or with Allergies

Policy statement

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

Procedures for children who are sick or infectious

- If a child appears unwell during the day, for example has a raised temperature, sickness, diarrhoea* and/or pains, particularly in the head or stomach then the setting manager calls the parents and asks them to collect the child or send a known carer to collect on their behalf.
- The child's temperature is taken using the ear thermometer (with disposable ear caps), kept in the first aid box.
- If a child has a raised temperature;
 - give them plenty of fluids
 - look out for signs of dehydration
 - do not cover them up in too many clothes
 - do not undress the child or sponge them down to cool them
 - A child's temperature is taken and checked regularly, if the child's temperature does not go down and is worryingly high, then we may provide and give them Calpol** (or another similar analgesic), in an absolute emergency only and after first obtaining verbal consent from the parent where possible if the parent is delayed in arriving at the setting. This is to reduce the risk of febrile convulsions. Parents sign the medication record when they collect their child.
 - In extreme cases of emergency, an ambulance is called and the parent informed.
- Parents are asked to take their child to the doctor before returning them to the setting; we can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics for an infectious illness or complaint, we ask parents to keep them at home for 48 hours before returning to the setting.
- After sickness and / or diarrhoea, we ask parents to keep children at home for 48 hours following the last episode.
- Some activities, such as sand and water play, where there is a risk of cross-contamination may be suspended for the duration of any outbreak.



We refer to a list of excludable diseases and current exclusion times for advice when necessary. The full list is obtainable from www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities and includes common childhood illnesses such as measles.

- The setting manager has a list of notifiable diseases and contacts Public Health England (PHE) and Ofsted in the event of an outbreak.
- If staff suspect that a child who falls ill whilst in their care is suffering from a serious disease that may have been contracted abroad such as Ebola, immediate medical assessment is required. The setting manager or deputy calls NHS111 and informs parents.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to Public Health England.
- When we become aware, or are formally informed of the notifiable disease, the manager informs Ofsted and contacts Public Health England, and acts on any advice given.

HIV/AIDS procedure

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

- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- 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 with clinical waste.
- Tables and other furniture 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 parents may be asked to keep the child away from the setting 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, using current recommended treatments methods if they are found.



Procedures for children with allergies

- When a child starts at the setting, parents are asked if their child has any known allergies or food intolerance. This information is recorded on their EY Works record and in their file. If a child has an allergy, we ask the parent / carer to complete our allergy / intolerance form to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
 - The nature of the allergic reactions (e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc).
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).
 - Control measures - such as how the child can be prevented from contact with the allergen.
 - Review measures.
 - A risk assessment form is created using the above information.
- A Health care plan must be completed with:
 - the nature of the reaction e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
 - managing allergic reactions, medication used and method (e.g. Epipen)
- The child's name is added to the Dietary Requirements list.
- A copy of our allergy / intolerance form, the risk assessment and health care plan is kept in the child's personal file, shared with all staff and displayed where our staff can see them (Staff Notice Board).
- No nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in.
- Parents show staff how to administer medication in the event of an allergic reaction.

Insurance requirements for children with allergies and disabilities

- If necessary, our insurance will include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below.
- At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.
- Oral medication:
 - Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to our insurance provider. Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
 - We must be provided with clear written instructions on how to administer such medication.
 - We adhere to all risk assessment procedures for the correct storage and administration of the medication.



- We must have the parents or carer's prior written consent. This consent must be kept on record. It is not necessary to forward copy documents to our insurance provider.
- Life-saving medication and invasive treatments:
These include adrenaline injections (Epi-pens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc)
 - We must have:
 - a letter/care plan from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
 - written consent from the parent or carer allowing our staff to administer medication; and
 - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
 - Written confirmation that we hold this information will first be sent to the Early Years Alliance Insurance team for appraisal. Written confirmation that the insurance has been extended will be issued by return.
- Treatments, such as inhalers or Epi-pens are immediately accessible in an emergency.
- If we are unsure about any aspect, we contact the Early Years Alliance Insurance team on 020 7697 2585 or email insurance@eyalliance.org.uk.

*Diarrhoea is defined as 3 or more liquid or semi-liquid stools in a 24-hour period.

(www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-9-managing-specific-infectious-diseases#diarrhoea-and-vomiting-gastroenteritis)

****Paracetamol based medicines (e.g. Calpol)**

The use of paracetamol-based medicine may not be agreed in all cases. A setting cannot take bottles of non-prescription medicine from parents to hold on a 'just in case' basis, unless there is an immediate reason for doing so. Settings do not normally keep such medicine on the premises as they are not allowed to 'prescribe'. However, given the risks to very young babies of high temperatures, insurers may allow minor infringement of the regulations as the risk of not administering may be greater. Ofsted is normally in agreement with this. In all cases, parents of children under two years must sign to say they agree to the setting administering paracetamol-based medicine in the case of high temperature on the basis that they are on their way to collect. Such medicine should never be used to reduce temperature so that a child can stay in the care of the setting for a normal day. The use of emergency medicine does not apply to children over 2 years old. A child over two who is not well, and has a temperature, must be kept cool and the parents asked to collect straight away.

Whilst the brand name Calpol is referenced, there are other products which are paracetamol or Ibuprofen based pain and fever relief such as Nurofen for children over 3 months.



Further guidance

[Good Practice in Early Years Infection Control](#) (Alliance 2009)

[Medication Administration Record](#) (Early Years Alliance 2019)

Guidance on infection control in schools and other childcare settings (Public Health Agency) (2023)

https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf

<https://www.nhs.uk/conditions/fever-in-children/>



St Matthews Pre-School Group

Recording & Reporting of Accidents & Incidents

POL 014

This policy outlines the procedures to be followed for the reporting and recording of all accidents and incidents.

Date	Task	Name	Position
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
July 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager



Policy 014 Recording & Reporting of Accidents & Incidents

Policy statement

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

Procedures

Our accident records:

- Are completed via our EY Works system;
- is accessible to our staff, who all know how to complete it; and
- is reviewed at least termly to identify any potential or actual hazards.

Reporting accidents and incidents

- On discovery of the notifiable incident, the member of staff reports to the appropriate emergency service, fire, police, ambulance, if those services are needed.
- The member of staff ensures that the setting manager and/or deputy are informed (if not on the premises at the time) and that the trustees are informed.
- The setting manager completes and sends an incident record to the trustees, who, according to the severity of the incident notifies Ofsted or RIDDOR.
- If the incident indicates that a crime may have been committed, all staff witness to the incident should make a written statement.
- Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:
 - food poisoning affecting two or more children looked after on our premises
 - a serious accident or injury to, or serious illness of, a child in our care and the action we take in response
 - the death of a child in our care
- Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.
- Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.
- We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. We report to the Local Authority (LA).
 - Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment.



- Any work-related accident leading to a specified injury to one of our employees. Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns or amputations, as detailed at www.hse.gov.uk/pubns/indg453.pdf.
- Any work-related accident leading to an injury to one of our employees which results in them being unable to work for seven consecutive days. All work-related injuries that lead to one of our employees being incapacitated for three or more days are recorded in our accident book.
- When one of our employees suffers from a reportable occupational disease or illness as specified by the HSE.
- Any death, of a child or adult, that occurs in connection with a work-related accident.
- Dangerous 'specified' occurrences, where no-one is injured but they could have been. (these are usually industrial incidents).

This may include:

- a member of staff injures back at work through lifting and is off for two weeks
 - a parent slips on a wet floor near the water tray and is taken to hospital
 - a child falls from a climbing frame and is taken to hospital
 - the ceiling collapses
 - an outbreak of Legionella
- If the incident is RIDDOR reportable, the setting manager telephones HSE Contact Centre on 0345 300 9923 or reports online at www.hse.gov.uk/riddor/report.htm
 - RIDDOR Reportable events require reporting to RIDDOR within 15 days of the event occurring.
 - Information for reporting incidents to the Local Authority or Health and Safety Executive is provided in the *Accident Record* (Pre-school Learning Alliance 2017). Any dangerous occurrence is recorded in our incident book (see below).
 - Staff do not discuss the incident with the press.

Incident book

- We have ready access to telephone numbers for emergency services, including the local police. Where we rent premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We ensure that our staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.
- On discovery of an incident, we report it to the appropriate emergency services – fire, police, ambulance – if those services are needed.



- If an incident occurs before any children arrive, the manager / deputy manager assesses this situation and decides if the premises are safe to receive children. We may decide to offer a limited service or to close the setting.
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our Fire Safety and Emergency Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing.
- If a crime may have been committed, we ask all adults witness to the incident make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
- We keep an incident book for recording major incidents, including some of those that are reportable to the Local Authority or Health and Safety Executive as above.
- These incidents include:
 - a break in, burglary, or theft of personal or our setting's property
 - an intruder gaining unauthorised access to our premises
 - a fire, flood, gas leak or electrical failure
 - an attack on an adult or child on our premises or nearby
 - any racist incident involving families or our staff on the setting's premises
 - a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our premises
 - the death of a child or adult
 - a terrorist attack, or threat of one
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
- If an insurance claim is likely:
 - incidents such as fire, theft or flood are notified to the insurance provider immediately
 - the setting does not admit liability
 - if broken or faulty equipment is involved, it must not be repaired, destroyed or disposed of, in case it is needed during the investigation
 - if communication from a solicitor is received on behalf of the injured party, this is sent directly to the insurance provider; the setting manager will then write to the solicitor to confirm that the letter has been passed on
 - the incident is not discussed with any outside persons, or other parents, no matter what questions they may ask about their own child's safety in relation to the incident, as it is regarded as confidential under the Data Protection Act.
- In the event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency



Evacuation Policy will be followed and our staff will take charge of their key children. The incident is recorded when the threat is averted.

- In the unlikely event of a child dying on our premises, the emergency services are called and the advice of these services are followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Education Inspection Framework

- As required under the *Education Inspection Framework*, we maintain a summary record of all accidents, exclusions, children taken off roll, incidents of poor behaviour and discrimination, including racist incidents, and complaints and resolutions.

Legal framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (As Amended)
- The Health and Safety (Enforcing Authority) Regulations 1998

Further guidance

- Education Inspection Framework: Education, Skills and Early Years (Ofsted 2019)
- Early Years Inspection Handbook for Ofsted Registered Provision (Ofsted 2019)
- HSE Reporting accidents and incidents at work (2013) www.hse.gov.uk/pubns/indg453.pdf
- RIDDOR Guidance and Reporting Form: www.hse.gov.uk/riddor/report.htm
- Accident Record (Pre-school Learning Alliance 2019)
- CIF Summary Record (Pre-school Learning Alliance 2016)
- Reportable Incident Record (Pre-school Learning Alliance 2015)



St Matthews Pre-School Group

Intimate Care

POL 015

This policy outlines the procedures to be followed where intimate care is required for a child.

Date	Task	Name	Position
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
July 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
September 2022	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Reviewed	Louise Moye	Pre-School Manager



Policy 015 Intimate Care

Policy statement

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

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained.

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

Procedures

- Staff must have an enhanced DBS check in order to change nappies.
- Our changing times for the children in our care who are in nappies or 'pull-ups' are after mid-morning snack and after lunch, or more frequently where necessary.
- Children are changed within sight of other staff whilst maintaining their dignity and privacy at all times.
- We use a safe, open area to lay children on a changing mat on the floor with no bright lights shining down in their eyes.
- If children refuse to lie down for nappy change, they can be changed whilst standing up, providing it is still possible to clean them effectively.
- Wipes are provided by pre-school unless parents wish to provide their own specific branded wipes. If children have any allergies, parents must make staff aware on admission.
- Each child has their own bag to hand with their nappies or pull ups and changing wipes should they not wish to use the wipes provided by pre-school.
- Our staff put on gloves before changing starts and the area is prepared. Gloves are not always required for a wet nappy where there is no risk of infection, however, gloves are always available for those staff who choose to wear them. Gloves are always worn for a 'soiled' nappy.
- All our staff are familiar with our hygiene procedures and carry these out when changing nappies (and dealing with other intimate care needs).
- Our staff never turn their back on a child or leave them unattended whilst they are on the changing mat.
- We are gentle when changing; we avoid pulling faces and making negative comments about 'nappy contents'.
- We do not make inappropriate comments about children's genitals when changing their nappies.



- In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children.
- Sometimes children may have a sore bottom. If consent has been given, barrier cream will be applied and parents made aware.
- We encourage children to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is washing their hands.
- We encourage children to wash their hands having soap and paper towels to hand. We sing our hand washing song.
- We use anti-bacterial hand wash liquid or soap but are mindful that young skin is quite delicate and anti-bacterial products kill off certain good bacteria that children need to develop their own natural resistance to infection.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Staff deal with any toileting issues and changes of wet or soiled clothing in the same manner as for nappy changes.
- Parents are encouraged to provide enough changes of clothes for 'accidents when children are potty training.
- We dispose of nappies and pull ups hygienically. The nappy or pull up is bagged and put in the bin. Pants (and/or other items of clothing) that have been wet or soiled are bagged for parents to take home.
- We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect.
- Parents are made aware of our Intimate Care policy on their child's admission to the setting and their consent to administer intimate care is requested and kept on record (EY Works).



St Matthews Pre-School Group

Food & Drink

POL 016

This policy outlines the procedures to be followed when serving food and drink.

Date	Task	Name	Position
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Reviewed	Louise Moye	Pre-School Manager



Policy 016 Food & Drink

Policy statement

We regard snack and lunch times as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating. At snack time, we aim to provide nutritious food, which meets the children's individual dietary needs.

Procedures

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

- Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies. (See the Managing Children who are Sick, Infectious or with Allergies Policy.)
- Parent's are required to record information about their child's dietary needs on EY Works.
- We regularly consult with parents to ensure that our records of their children's dietary needs – including any allergies - are up-to-date.
- We display current information about individual children's dietary needs so that all our staff and volunteers are fully informed about them (staff notice board and snack box lid).
- 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 provide nutritious food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from these food groups (subject to allergies in each session):
 - dairy foods (e.g. cheese and yoghurts)
 - grains, cereals and starch vegetables (e.g. brown bread, bread sticks (with humous))
 - fruit and vegetables (usually apples, bananas, melon, orange, carrot sticks)
- We provide children with familiar foods and introduce them to new ones.
- We take care not to provide food containing nuts or nut products and we are especially vigilant where we have a child or member of staff who has a known allergy to nuts.
- Through discussion with parents we obtain information about food allergies. We take account of this information in the provision of food and drinks.
- We show sensitivity in providing for children's diets and allergies. We do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of their diet or allergy.
- We organise lunch and snack times so that they are social occasions in which children and adults participate.
- We use meal and snack times to help children to develop independence through making choices, helping to serve food and feeding themselves.



- We encourage children to drink fresh water and each child brings their own named water bottle to each session. We inform the children can help themselves to their water bottle throughout the day and ask for refills at any point.
- We inform parents who provide food for their children about the storage facilities available in our setting.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.

Packed lunches

Our children mostly bring packed lunches to pre-school, though there is also facility to order a meal from St Matthew's Primary School kitchen. For packed lunches we:

- ensure perishable contents of packed lunches contain an ice pack to keep food cool;
- inform parents of our policy on healthy eating and make share the government tables for advice on healthy snacks and lunches;
- encourage parents to provide sandwiches with a healthy filling, fruit, and yoghurts etc. We discourage sweet drinks and can provide children with water;
- discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- inform parents of any other allergies in setting and where necessary ask them to avoid that food in addition to nuts;
- inform parents of the risks of choking and ask them to provide and chop food appropriately, such as cutting grapes in half-length ways;
- ensure that adults sit with children to eat their lunch so that the mealtime is a social occasion and well supervised.
- information sheets are given to further support this guidance.



St Matthews Pre-School Group

Food Hygiene

POL 017

This policy outlines the procedures to be followed in respect of food hygiene when preparing snacks.

Date	Task	Name	Position
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Reviewed	Louise Moye	Pre-School Manager



Policy 017 Food Hygiene

Policy statement

We provide and serve food for children on the following basis:

- Snacks.

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

We are registered as a food provider with the local authority Environmental Health Department.

Procedures

Our staff with responsibility for food preparation understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to our setting. This is set out in Safer Food, Better Business (Food Standards Agency 2011). The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.

- All our staff follow the guidelines of Safer Food, Better Business.
- All our staff who are involved in the preparation and handling of food have up to date training in food hygiene.
- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See Safer Food, Better Business)
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home and parents are asked to use a chill block inside the lunch bag.
- Food preparation areas are cleaned before and after use.
- There are separate facilities for hand-washing and for washing-up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc. are clean and stored appropriately.
- Waste food is disposed of daily.
- We complete a Food Standards Diary on a regular basis and review our procedures.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand-washing and simple hygiene rules;



- are kept away from hot surfaces and hot water; and
- do not have unsupervised access to electrical equipment, such as blenders etc.
- Parents are requested not to bring food that contains nuts. Staff check packets to make sure they do not contain nuts or nut products.
- Bulk buy is avoided where food may go out of date before use.
- All opened dried food stuffs are stored in airtight containers.
- Dried packaged food is not decanted from packaging into large bins or containers as this prevents monitoring of sell by/use by dates and allergen information.
- Food is regularly checked for sell by/use by dates and any expired items are discarded.
- Soft fruit and easily perishable vegetables are kept in the fridge at 1- 5 Celsius.
- Packaged frozen food should be used by use by dates.
- Fridge and freezer thermometers should be in place. Recommended temperatures for fridge 37 degrees Fahrenheit (3 degrees Celsius), and freezers 0 degrees Fahrenheit (-18 degrees Celsius). Temperatures must be checked and recorded daily to ensure correct temperatures are being maintained.
- Fruit and vegetables stored in the fridge are washed thoroughly before refrigeration to reduce risk of pests and E.coli contamination.
- Items in fridges must be regularly checked to ensure they are not past use by dates.
- Food handlers must check the content of food/packets to ensure they do not contain allergens.
- Food handlers wash hands and cover any cuts or abrasions before handling food.
- All vegetables and fruit are washed before preparing.
- Food left out is covered, for example when cooling down.
- Food prepared for children with dietary needs and preferences is clearly labelled and every effort is made to prevent cross-contamination.
- Raw eggs are not to be given in any form, such as mousse or mayonnaise.
- When given to children, eggs are fully cooked.
- Staff risk assess the likelihood of children with dietary restrictions accessing the food of other children and must take appropriate action to prevent this from happening, for example:
 - check the list of children's dietary requirements displayed in the food preparation area
 - coloured plates
 - place mats



- other methods as agreed by the setting manager
- Children with allergies/food preferences are not made to feel 'singled out' by the methods used to manage their allergy/food preference.
- Members of staff serving food wash their hands and cover any cuts with a blue plaster.

E.coli prevention

Staff who are preparing and handling food, especially food that is not pre-prepared for consumption e.g. fruit and vegetables grown on the premises, must be aware of the potential spread of E.coli and must clean and store food in accordance with the E.coli 0157 guidance, available at:

www.food.gov.uk/business-industry/guidancenotes/hygguid/ecoliguide#.U7FCVGIOWdl

Reporting of food poisoning

Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.

- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within our setting, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.
- We notify Ofsted as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and always within 14 days of the incident.

Legal framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs

[Eat Better, Start Better \(Action for Children 207\) www.foundationyears.org.uk/eat-better-start-better/](http://www.foundationyears.org.uk/eat-better-start-better/)

[Safe Food Better Business www.food.gov.uk/business-guidance/safer-food-better-business-sfbb](http://www.food.gov.uk/business-guidance/safer-food-better-business-sfbb)

[Allergen information for loose foods \(Food Standards Agency 2017\)](http://www.food.gov.uk/sites/default/files/media/document/loosefoodsleaflet.pdf)

www.food.gov.uk/sites/default/files/media/document/loosefoodsleaflet.pdf



St Matthews Pre-School Group

Safe Sleep

POL 018

This policy outlines the procedures to be followed in the event of a child/children needing / being asleep during the Pre School session.

Date	Task	Name	Position
June 2024	Policy Created	Louise Moye	Pre-School Manager
August 2024	Policy Reviewed	Louise Moye	Pre-School Manager



Policy 018 Safe Sleep

Policy Statement

Sleep is important for young children, and it directly impacts on their wellbeing and development. Safe Sleep is important for all children. St Matthew's Pre School has a safe sleep policy to:

- Help to protect children and reduce risks
- Help to inform as well as reassure parents/ carers that the organisation will only implement procedures that are recommended in best practice guidelines.
- Give clear guidance to all staff including new or trainee staff members, those who are providing emergency cover or those on work experience.
- Provide a clear plan of action in the event of a child being found to be unresponsive or to have stopped breathing whilst in our care.

Children's needs

- Access to appropriate, clean, safe and comfortable rest / or sleep facilities
- To be able to rest or sleep safely and according to their individual needs

Procedures

- We work in partnership with parents/ carers in relation to each individual child's sleep needs and maintain sleep patterns during setting times as much as possible
- Children are provided with clean, safe, and comfortable rest/sleep facilities, using sleep mats which are cleaned before each use. Children can have a thin pillow, blanket and comforter / small soft toy if necessary
- The sleep area must be clear of all toys and hazards and away from other playing children
- Where a parent/ carer requests a sleep routine for their child that does not meet with good practice guidelines (for example requesting that their child be denied sleep for the day; that they be put to sleep with a feeding bottle, requesting that the child/baby be put to sleep in a buggy or travel seat) the Pre School remains responsible for our own practice and we will be happy to discuss with parents/ carers why any such practice cannot be implemented. In all decision making the child's best interests come first.
- When a parent/guardian requests a specific sleep routine for their child, two key questions must be considered:
 - Is it safe?
 - Would it cause distress to the child?

If these questions cannot be answered satisfactorily, then a parent/guardian must be informed that the Pre School cannot comply with their request and an explanation given or guidance must be sought from a qualified professional such as a public health nurse.



- Sleeping children must be within sight or hearing of at least one staff member at all times, especially when staff members are actively engaged with children who are awake.
- One member of staff must take responsibility for the sleeping child/children – this should be the person who has settled the child to sleep, if this person goes for their lunch or leaves for any other reason, they should clearly pass this responsibility to another person, ensuring all staff members are aware that they are no longer available and who will now be responsible for monitoring the sleeping child/children
- Checks must be made of each sleeping child in the room, in person, at least every 10 minutes, recording these on a sleep log
- This records when physical checks are made of each of the sleeping children- recording time of check and the person checking. There is a reminder for staff of key things to do
- An adult will stay with a child until the child/children settles
- This procedure for monitoring will be displayed beside the sleep area
- The person who has taken responsibility for the sleeping child is responsible for sharing information about their sleep with the child's parents or guardians where possible, by updating the child's daily diary on the iPad.

Further information on safe sleeping for toddlers:

<https://www.whattoexpect.com/toddler/sleep/toddler-safe-sleep-practices/#:~:text=Create%20a%20safe%20sleeping%20space,frames%2C%20mobiles%20or%20other%20hazards.>



St Matthews Pre-School Group

Promoting Positive Behaviour

POL 019

This policy outlines the procedures to be followed to manage children's behaviour in an appropriate way within the setting.

Date	Task	Name	Position
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 019 Promoting Positive Behaviour

Policy statement

Positive behaviour is located within the context of the development of children's personal, social, and emotional skills and well-being. A key person who understands children's needs, their levels of development, personal characteristics, and specific circumstances, supports this development. This ensures children's individual needs are understood and supported. Settling into a new environment is an emotional transition for young children especially as they learn to develop and master complex skills needed to communicate, negotiate and socialise with their peers. Skills such as turn taking and sharing often instigate minor conflicts between children as they struggle to deal with powerful emotions and feelings. During minor disputes, key persons help children to reflect and regulate their actions and, in most instances, children learn how to resolve minor disputes themselves. However, some incidents are influenced by factors, requiring a strategic approach especially if the behaviour causes harm or distress to the child or others. These situations are managed by the SENCO/key person using a stepped approach which aims to resolve the issue and/or avoid the behaviour escalating and causing further harm. This is an unsettling time for young children. Educators are alert to the emotional well-being of children who may be affected by the disruption to their normal routine. Where a child's behaviour gives cause for concern, educators take into consideration the many factors that may be affecting them. This is done in partnership with the child's parents/carers and the principles of this procedure are adhered to.

Procedures

In order to manage children's behaviour in an appropriate way we will:

- access relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the 'stepped approach';
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary

Rewards and sanctions

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

Rewards such as excessive praise and stickers may provide immediate results for the adult but do not teach a child how to act when a 'prize' is not being given or provide the skills to manage situations and emotions themselves. Instead, a child is taught to be 'compliant' and respond to meet adult expectations to obtain a reward (or for fear of a sanction). If used the type of rewards and their functions must be carefully considered.



Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group to be left in 'time out' or on a 'naughty chair'. If a child is distressed or causing harm to others, it may help to remove them from the immediate environment where the incident occurred. They should be taken to a quiet area by their key person for up to 5 minutes to help them calm down. If appropriate, the key person can use this time to help the child reflect on what has happened. Physical punishment of any kind is never used or threatened which could adversely affect a child's well-being. If staff become aware that another person has given corporal punishment to a child, they follow 06 Safeguarding children, young people and vulnerable adults procedures. Physical intervention to safeguard a child/children must be carried out as per the guidance in this procedure.

Stepped approach

Step 1

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- Unwanted behaviours are addressed using an agreed and consistently applied approach to deescalate situations
- Behaviours that result in concern for the child and/or others must be discussed by the key person, SENCo/setting manager. During the meeting the key person must use their all-round knowledge of the child and family to share any known influencing factors such as a new baby in the family, child and/or parental illness, underlying additional needs to help place the child's behaviour into context.
- Appropriate adjustments to practice must be agreed within the setting. If relevant, a risk assessment should be carried out.
- If the adjustments are successful and the unwanted behaviour does not reoccur or cause concern then normal monitoring can resume.

Step 2

- We address unwanted behaviours using the agreed and consistently applied ***initial intervention approach*** (see below). If the unwanted behaviour does not re-occur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person and Manager/Special Educational Needs Coordinator (SENCO). During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. If relevant and appropriate the views of the child must be sought and considered to help identify a cause. Appropriate adjustments to practice will be agreed and if successful, normal monitoring resumed.



- If a cause for the behaviour is not known or only occurs whilst in the setting, then the setting manager/SENCo must suggest using a focused intervention approach to identifying a trigger for the behaviour such as the ABC approach, i.e. Antecedents – what happened before; Behaviour – what was the behaviour observed; Consequences – what happened after the event.
- If a trigger is identified, then the SENCo and key person must meet with the parents to plan support for the child through a graduated approach via SEN support.
- Aggressive behaviour by children towards other children will result in a staff member intervening immediately to stop the behaviour and prevent escalation using the agreed initial intervention approach. If the behaviour has been significant or may have a detrimental effect on the child, the parents of the victim of the behaviour and the parents of the perpetrator must be informed. If the setting has applied a physical intervention, they must follow the guidance as set out below. The designated person completes our EY Work Safeguarding incident reporting form and contact Ofsted if appropriate. A record of discussions is recorded and parents are asked to sign.
- Parents must also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.
- If relevant, actions for dealing with the behaviour at home are agreed with parents and incorporated into the action plan. Other staff are informed of the agreed interventions and help implement the actions. The plan must be monitored and reviewed regularly by the key person/SENCo until improvement is noticed.
- Incidents and intervention relating to unwanted/challenging behaviour by children must be clearly and appropriately logged on SEN Support - Action plan.
- we will use a ***focused intervention approach*** (see below) to identify a trigger for the behaviour.

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, the Manager or SENCO (with the key worker) will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Common Assessment Framework (CAF) or Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm we follow our Safeguarding Children, Young People and Vulnerable Adults and Child Protection Policy 001. It may also be agreed that the child should be referred for an Education, Health and Care assessment. (Also refer to Supporting Children with SEN Policy 027)



- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.
- If a review determines a statutory assessment may be needed then all relevant documentation must be collected in preparation for an Education Health and Care Assessment which may lead onto an Education, Health and Care Plan.

Initial intervention approach

- We use an initial problem-solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult;
 - approaching the situation calmly,
 - stopping any hurtful actions,
 - acknowledging the feelings of those involved,
 - gathering information,
 - restating the issue to help children reflect,
 - regain control of the situation and resolve the situation themselves.

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- When we have considered all possible reasons, a focused intervention approach is applied.
- This approach allows the manager / key worker to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify;
 - an event or (A) activity (antecedent) that occurred immediately before a particular behaviour,
 - what (B) behaviour was observed and recorded at the time of the incident, and
 - what the (C) consequences were following the behaviour.
- The focused intervention helps determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Strategies and use of rewards for children who engage in inconsiderate behaviour

- All children need consistent messages, clear boundaries and guidance to manage their behaviour through self-reflection and control.
- We ensure that there are enough popular toys and resources available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting their turn.
- We acknowledge considerate behaviour such as kindness and willingness to share.



- We support each child in developing a sense of belonging in our group, so that they feel valued, welcome, listened to and heard.
- We avoid creating situations in which children only receive adult attention in return for negative behaviour.
- Rewards such as excessive praise and stickers may provide immediate results for the adult but do not teach a child how to act when a 'prize' is not being given or provide the skills to manage situations and emotions themselves. Instead, a child is taught to be 'compliant' and respond to meet adult expectations to obtain a reward (or for fear of a sanction). If used the type of rewards and their functions are carefully considered.
- Our children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'.
- Sometimes it is necessary for a child to be removed from the group (accompanied by a staff member) in order to calm down and to help them to reflect on what has happened.

Use of physical intervention

Staff will already use different elements of physical contact with a child as part of their interaction in the setting especially when they are comforting a child or giving first aid. However, physical intervention to keep a child or other children safe is different and should only be applied in exceptional circumstances.

The EYFS states that it physical intervention from a staff member towards a child may be used for the purposes of "averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if it is absolutely necessary".

Staff must do all they can to avoid using a physical intervention because this is not the preferred way of addressing children's behaviour.

To offer protection to children a range of appropriate graded interventions may be needed before physical intervention is applied. Most single incidents such as a child throwing a book on the floor or kicking a chair usually only require a verbal intervention from a member of staff. In other situations, an intervention can be applied through mechanical and environmental means such as locking doors and stair gates. This usually stops a situation escalating. However, there will be some situations where a child places themselves or others in danger which requires an immediate need for the use of both verbal and physical intervention. If a single or persistent incident requires a physical intervention such as physical handling from a staff member towards a child, then this is used intentionally to restrict a child's movement against their will. In most cases this can be applied through the use of the adult's body gently and safely blocking the child from access to danger or to prevent danger.

To physically intervene, an educator may use "reasonable force" to protect a child from injuring themselves or others. Legally an educator may also use reasonable force to prevent a child from damaging property. However, we would expect that in instances of damaging physical property a child would only experience a physical intervention if the broken property presented a risk or is high value.



If a situation arises which requires urgent physical hands-on intervention this is best applied by the staff who knows the child well such as their key person who is more able to calm them or use other known methods for defusing situations without physical intervention.

Physical handling

We use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff use as little force as necessary to maintain safety. This intervention should only be used for as short a period as possible to keep the child safe and maintain well-being by aiming for:

- keeping the child's safety and well-being paramount
- a calm, gentle but firm approach and application of the intervention
- never restricting the child's ability to breathe
- side-by-side contact with the child
- no gap between theirs or the child's body
- keeping the adults back as straight as possible
- avoiding close head-to-head positioning to avoid injury to the child and themselves (head butting)
- only holding the child by their 'long' bones to avoid grasping at the child's joints where pain and damage are most likely to occur
- avoiding lifting the child unless necessary
- reassuring the child and talking about what has happened
- only applying a physical intervention on a disabled child if training or preferred method is provided from a reputable external source e.g. British Institute of Learning Disabilities www.bild.org.uk/

Risks

There are risks associated with any physical intervention and handling of a child. The younger and more vulnerable a child may be, the greater risk to the child of using physical intervention towards them.

However, there are also risks to children associated with not intervening physically; for instance, if an educator did not take hold of a child by the wrist, they may have run into the path of a fast-moving car.

Before intervening physically to protect a child from immediate harm an educator needs to decision make in a split second, considering the following factors. This is described as dynamic risk assessment.

- What is the immediate risk to this child if I do not intervene now?
- What might the risks be if I do intervene? If this was my child, what would I want someone looking after them to do in this situation?



- What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

Recording

Any instance of physical intervention is fully recorded immediately and reported to the designated person as soon as possible on our EY Works Safeguarding incident reporting form, ensuring that it is clearly stated when and how parents were informed. Parents are asked to sign a copy of the form which is then kept on the child's file. The designated person decides who will notify the parent and when, ensuring that the parent signs to say they have been notified. An individual risk assessment should be completed after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. The risk assessment should be agreed and signed by parents.

Challenging Behaviour/Aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator will be informed.
- The Safeguarding Lead will contact children's social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused.
- The Safeguarding Lead will make a written record of the incident, which is kept in the child's details file; in line with our *Safeguarding* policy 001.
- The Safeguarding Lead completes a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The Safeguarding Lead meets with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy).



An outburst by a pre-school aged child is more likely to be a reflection of the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else. In this situation;

- We offer support, calming the child who is angry as well as for the one who has been hurt by the behaviour
- We offer explanations and discuss the incident with them to their level of understanding
- We recognise that young children require help in understanding the range of feelings experienced. We make a connection verbally between the event and the feeling.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings
- We are aware that the same problem may recur before skills such as sharing and turn-taking develop.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear they are genuinely sorry and wish to show this to the person they have hurt.
- We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children of pre-school age do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood.

Challenging unwanted behaviour from adults in the setting

- We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes or action towards any individual/group. This includes those living outside the UK (xenophobia). This also applies to behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises.
- Where a parent makes discriminatory or prejudice remarks to staff at any time, or other persons while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent is asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in discriminatory or prejudice ways; the third stage may be considering withdrawing the child's place.

(Refer also to our Valuing Diversity & Promoting Inclusion & Equality Policy 026)



Further guidance

- Special Educational Needs and Disability Code of Practice (DfE 2014)
- Behaviour Matters (Pre-school Learning Alliance 2016)
- Statutory Framework for the Early Years Foundation stage (DfE 2021)



St Matthews Pre-School Group

Health & Safety

POL 020

This policy outlines the procedures to be followed to ensure our setting is fully compliant with Health and Safety legislation and ensures the safety of staff and children at all times.

Date	Task	Name	Position
September 2016	Policy Amended	Sara Frost	Pre-School Manager
September 2017	Policy Amended	Sara Frost	Pre-School Manager
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
September 2022	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 020 Health & Safety

Policy statement

Our provision is a suitable, clean and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements for health and safety and fulfil the criteria for meeting the Early Years Foundation Stage Safeguarding and Welfare Requirements.

- We aim to make children, staff, parents and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our manager is responsible for health and safety.
- Our manager is competent to carry out these responsibilities.
- Our manager has undertaken health and safety training and regularly updates knowledge and understanding.

Insurance cover

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

Objectives

- We recognise that we have a corporate responsibility and duty of care towards those who work in and receive a service from our provision. Individual staff and service users also have responsibility for ensuring their own safety as well as that of others. Adherence to policies and procedures and risk assessment is the key means through which this is achieved.
- Insurance is in place (including public liability) and an up-to-date certificate is always displayed.
- 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.
- We have an induction checklist and new staff are asked to sign the records to confirm that they have been briefed.
- Our health and safety policy is displayed on our website and all parents are advised to take time to read and understand all our policies.
- Health and safety is discussed at our staff meetings and any new matters briefed out by way of staff memo.
- We have a health and safety checklist which we follow daily before each session.



- Risk assessment is carried out where it is helpful to do so, to ensure the safety of children, staff, parents, and visitors. Legislation requires all those individuals in the given workplace to be responsible for the health and safety of premises, equipment and working practices.
- A risk assessment is carried out for each area as required and the procedure is modified according to needs identified for the specific environment.
- Risk assessments are monitored and reviewed by those responsible for health and safety.
- Smoking and vaping is not allowed on the premises, both indoors and outdoors. If children use any public space that has been used for smoking or vaping, members of staff ensure that there is adequate ventilation to clear the atmosphere. Staff do not smoke or vape in their work clothes and are requested not to smoke or vape within at least one hour of working with children. The use of electronic cigarettes is not allowed on the premises.
- Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication that they believe may impair them, they seek further medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children. The setting manager must be informed.
- Alcohol must not be bought onto the premises for consumption.
- We make children aware of health and safety issues through discussions, planned activities and routines.
- We recognise that we have a corporate responsibility and duty of care towards those who work in and receive a service from our provision. Individual staff and service users also have responsibility for ensuring their own safety as well as that of others. Adherence to policies and procedures and risk assessment is the key means through which this is achieved.

Windows

- Our windows are double glazed to minimise the impact of accidental breakage or vandalism from people outside the building.
- Our windows are not immediately accessible by children and are fitted with safety catches so they cannot be opened wide.
- We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.

Doors

- We ensure that doors are secured at all times.
- We take precautions to prevent children's fingers from being trapped in doors.



Floors and walkways

- All our floor surfaces are checked before the start of each session to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.
- Walkways are left clear and uncluttered.

Electrical/gas equipment

- We ensure that all electrical/gas equipment conforms to safety requirements and is checked regularly (by the landlord in some instances).
- Our boiler/electrical switch gear is not accessible to the children.
- We teach the children not to touch electrical sockets.
- There are sufficient sockets in our setting to prevent overloading.
- We switch electrical devices off from the plug after use.
- We ensure that the temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas of our setting, including storage areas.

Storage

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

Outdoor area

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

Hygiene

- We refer to information from the Public Health England to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting, which includes the kitchen and toilets. Children do not have unsupervised access to the kitchen.



- We regularly clean resources and equipment, dressing-up clothes and furnishings.
- 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 and checking toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes, and
 - providing tissues and wipes.

Activities, resources and repairs

- Before purchase of equipment and resources, we check to ensure that they are safe for the ages and stages of the children currently attending the setting.
- We keep a full inventory of all items in the setting for audit and insurance purposes.
- The layout of our play equipment allows adults and children to move safely and freely between activities.
- All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- All our materials, including paint and glue, are non-toxic.
- We ensure that sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- We teach children to handle and store equipment and tools safely.
- If children fall asleep in-situ, it may be necessary to move or wake them to make sure they are comfortable.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.

Jewellery and accessories

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

Safety of adults

- We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.



- We provide safe equipment for adults to use when they need to reach up to store equipment.
- We ensure that all warning signs are clear and in appropriate languages.
- We ensure that adults do not remain in the building on their own.
- We record staff accidents. The records are reviewed termly to identify any issues that need to be addressed.

Control of substances hazardous to health

- Our staff implement the current guidelines of the *Control of Substances Hazardous to Health Regulations (COSHH)*.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals and where they are stored.
- Hazardous substances are stored safely away from the children.
- We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
- We keep all cleaning chemicals in their original containers.
- We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. We do not use:
 - bleach;
 - anti-bacterial soap/hand wash, unless specifically advised during an infection outbreak such as Pandemic flu; or
 - anti-bacterial cleaning agents, except in the toilets, nappy changing area and food preparation areas. Anti-bacterial spays are not used when children are nearby.
- Environmental factors are taken into account when purchasing, using and disposing of chemicals.
- All members of staff are vigilant and use chemicals safely.
- Members of staff wear protective gloves when using cleaning chemicals.

Health and Safety at Work etc Act 1974

Health and Safety (Consultation with Employees) Regulations 1996

Management of Health and Safety at Work Regulations (1999)

Regulatory Reform (Fire Safety) Order 2005)

Electricity at Work Regulations (1989)

Regulation (EC) No 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Manual Handling Operations Regulations (1992) (Amended 2002)

Medicines Act (1968)

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (Amendment) Regulations 2012



Control of Substances Hazardous to Health (COSHH) Regulations 2004

Health and Safety (First Aid) Regulations 1981

Childcare Act 2006

Further guidance

[Dynamic Risk Management in the Early Years](#) (Alliance Publication)

Health and Safety Executive www.hse.gov.uk/risk

Food Standards Agency www.food.gov.uk

Ministry of Housing, Communities & Local Government www.communities.gov.uk



St Matthews Pre-School Group

Maintaining Children's Safety & Security on Premises

POL 021

This policy outlines the procedures to be followed to ensure children are kept safe and secure on our premises at all times (including in the event of a Lockdown).

Date	Task	Name	Position
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Reviewed	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 021 Managing Children's Safety & Security on Premises

Policy statement

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

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records via an enhanced disclosure with children's barred list check through the Disclosure and Barring Service.
- 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 assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity and to ensure that unauthorised visitors cannot gain access.

Security

- Systems are in place for the safe arrival and departure of children.
- All children self-register with assistance of an adult on arrival.
- The times of the children's arrivals and departures are recorded on the signing in / out if outside normal arrival departure times.
- A register is taken within the first 15 minutes of the start of the session. The number of children present is noted in the register and visibly on the daily board. This is amended as appropriate during the session.
- Staff who are present on the session are also recorded in the register.
- We keep both front doors and gates locked shut at all times.
- We are able to check through the window, the identity of anyone at our front door.
- The personal possessions of staff and volunteers are securely stored during sessions.
- Petty cash is rarely kept on the premises.

Visitors with legitimate business - generally a visitor will have made a prior appointment

- On arrival, they are asked to verify their identity and confirm who they are visiting.
- Staff will ask them to sign in and explain the procedures for the use of mobile phones and emergency evacuation.
- Visitors (including visiting VIPs) are never left alone with the children at any time.



- Visitors to the setting are monitored and asked to leave immediately should their behaviour give cause for concern.

Intruder

An intruder is an individual who has not followed visitor procedures and has no legitimate business to be in the setting; they may or may not be a hazard to the setting.

- An individual who appears to have no business in the setting will be asked for their name and purpose for being there.
- The staff member identifies any risk posed by the intruder.
- The staff member ensures the individual follows the procedure for visitors.
- The setting manager is immediately informed of the incident and takes necessary action to safeguard children.
- If there are concerns for the safety of children, staff evacuate them to a safe place in the building and contact police. In some circumstance this could lead to 'lockdown' of the setting and will be managed by the responding emergency service (see below).
- The designated safeguarding lead informs the chair of the situation at the first opportunity.
- In the case of a serious breach where there was a perceived or actual threat to the safety of the children, the manager/designated person completes Confidential safeguarding incident report form and copies in the chair on the day of the incident. The trustees ensure a robust organisational response and ensure that learning is shared.

Lockdown (Partial and Full)

A lockdown may take place where there is a perceived immediate external security threat or risk to the safety of the setting's staff and children. In this instance, staff and children are safer locking themselves in the building rather than evacuating.

Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident or disturbance in the local community (with the potential to pose a risk to children and adults in the setting),
- An intruder on site (with the potential to pose a risk to children and adults in the setting),
- A warning being received an environmental risk locally of air pollution (e.g. Smoke plume, gas cloud etc),
- A major fire in the vicinity of the setting,
- The close proximity of a dangerous animal



Procedure

- Any member of staff can alert the setting about a potential lockdown by calling out “LOCKDOWN, LOCKDOWN, LOCKDOWN”
- If anyone is outside, everyone is ushered inside as quickly and safely as possible,
- A headcount is taken and checked with the register,
- We ensure all doors are securely locked,
- We ensure all windows are securely closed,
- We close the blinds and curtains and turn off the lights,
- We ensure we sit away from any windows and doors with our register, pre-school mobile phone and emergency bag,
- We notify the police using our pre-school mobile phone, giving our address as:
 - Church Hall, Stretton Road, Stretton, Warrington WA4 4NT. We are adjacent to St Matthews Church and Primary School and opposite The Park Royal Hotel.
- We keep as quiet and calm as possible and ensure the children are distracted and feel secure,
- We keep some ‘distraction activities’ in our emergency bag,
- We advise parents not to approach the building (e.g. if it is near ‘pick up time’) as they may place themselves and others in danger,
- We await instruction from the police for next steps and will contact parents when it is safe to come and collect their child,
- We advise the adjacent Primary School. Their number is: 01925 730371

After lockdown has taken place

- A letter / email will be sent to parents / carers as soon as possible following any serious incident to inform them of the context of lockdown.
- A full record of the event will be documented.
- A notification of the incident will be made to Ofsted within 14 days (preferably as soon as possible after the incident).

N.B. The procedure will be practised with staff only as we feel practising with children could cause them undue stress.

Further guidance

[Visitors Signing In Record](#) (Alliance Publication)



St Matthews Pre-School Group

Supervision of Children on Outings and Visits

POL 022

This policy outlines the procedures to be followed to ensure that children are supervised and kept safe when not within the boundaries of the setting.

Date	Task	Name	Position
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 022 Supervision of Children on Outings and Visits

Policy statement

Children benefit from being taken outside of the premises on visits or trips to suitable venues, for activities which enhance their learning experiences. We ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures as laid out below.

Procedures

Planning and Preparation

- All off site activity has a clearly identified educational purpose with specific learning and development outcomes.
- If staff or volunteers are brought in to maintain ratios on an outing they are fully briefed about the children they are accompanying.
- The excursion does not go ahead if concerns are raised about its viability at any point.
- Parents are informed of an outing and staff check that consent forms on children's registration were signed.
- A minimum of two staff accompany children on outings. There is a ratio of 1:2 for children up to 3 years. Older children have a ratio of 1:4, depending on the risk assessment.
- Where some children remain in setting, a minimum of 2 staff will also remain in setting with them.
- Children are specifically allocated to each member of staff/volunteer; they are responsible for supervising their designated children for the duration of the excursion.
- Parents on outings are responsible for their own children only.
- Parents who have undergone vetting as volunteers may be included in the ratio.
- Staff have emergency contacts, medication and equipment needed for children.
- We take a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines required for individual children, a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for. We request parents / carers to apply sun cream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions.
- Children wear 'high viz' vests with the name of the setting.
- There is a designated lead for each excursion who is clear about their responsibility as designated lead.



- We ask parents to give consent on admission to pre-school (EY Works) for their child to be taken out on local short outings as a part of the daily activities of the setting. This general consent details the venues used for daily activities.
- We take a list of children with us with contact numbers of parents/carers
- Staff frequently count their designated children and ensure hands are held when on the street and crossing the road.

Risk assessment

- Risk assessment if required, is completed prior to the outing and signed off by the setting manager and all staff taking part. Any existing risk assessments are reviewed/amended as required.
- Children with specific needs, such as allergies, other medical requirements or behavioural concerns have a separate risk assessment if necessary.
- We assess the risks for local venues used (church, school playing field), which are reviewed regularly.
 - We always ask parents to sign specific consent forms before major outings; and the risks are assessed before the outing takes place with the manager going to the venue to complete an assessment. If pre-visits cannot be made, risk assessment is achieved by calling the venue and asking for their risk assessment.

Transport

- If coach hire is required for an outing, only reputable companies are used.
- The setting manager ensures that seat belts are provided on the coach and that booster seats and child safety seats are used as appropriate to the age of the children.
- The maximum seating capacity of the coach or minibus is not exceeded.
- Contracted drivers are not counted in ratios and do not have unsupervised access to children.
- Public transport should always be ratio of 1-2 (unless agreed with the setting manager).
- Records are kept of the vehicle company used to transport children, with appropriate insurance cover.
- As a precaution, we ensure that children do not eat when travelling in vehicles.

Where transport is provided by the setting

- Records are kept including insurance details and a list of named drivers.
- Drivers using their own transport should have adequate insurance cover.



Forest School and Beach School sessions (not on site)

- A separate risk assessment is conducted, and Forest/Beach School standard procedures are followed.
- The sessions always have a level 3 trained forest school or beach school educator.

Farm and zoo visits

Staff are aware of the risks posed by infections such as E.coli being contracted from animals. They are also aware of toxic substances used on farms that could be hazardous to health. Staff are vigilant of the natural dangers presented by a farm or zoo visit and conduct a risk assessment prior to the visit.

- The venue is contacted in advance of the visit to ensure no recent outbreaks of E.coli or other infections. If there has been an outbreak the visit will be reviewed and may be postponed.
- Hands are washed and dried thoroughly after touching an animal.
- Nothing is consumed whilst going round the farm. Food is eaten away from animals, after thoroughly washing hands.
- Children are prevented from putting their faces against animals or hands in their own mouths.
- If animal droppings are touched, hands are washed and dried immediately.
- Shoes are cleaned and hands washed thoroughly as soon as possible on departure.
- Staff or volunteers who are or may be pregnant, should avoid contact with pregnant ewes and may want to consult their own GP before the visit.
- Farmers have a responsibility to ensure that hand washing and drying facilities are available and are suitably located, that picnic areas are separate and clean, and that all other health and safety laws are fully observed.

For further guidance, refer to the insurance provider.

Larger outings checklist

There is an identified lead person for the outing.

- The outing has an educational purpose and has been agreed with the setting manager.
- Risk assessments if required, are completed/updated and shared with every staff, student/volunteer accompanying the children.
- Staff understand the potential risks when they are out with children and takes all reasonable measures to remove minimise risks.
- Bouncy castles and similar attractions are not accessed by children on an excursion.
- The designated lead educator is the last to leave the venue, or transport being used.



- The designated lead conducts a 'safety sweep' before during and after the outing.

Further guidance

[Daily Register and Outings Record](#) (Alliance Publication)

[Good Practice in Early Years Infection Control](#) (Alliance Publication)

[Introducing Forest School in the Early Years](#) (Alliance Publication)

[Not on my Watch!](#) (Alliance Publication)

[Preventing Accidents to Children on Farms](#) (Health and Safety Executive 2013)



St Matthews Pre-School Group

Risk Assessment

POL 023

This policy outlines the procedures to be followed in assessing the risks facing children, staff and parents within our setting.

Date	Task	Name	Position
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 023 Risk Assessment

Policy statement

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

Risk assessment is carried out to ensure the safety of children, staff, parents, and visitors. Individuals in the workplace are responsible for the health and safety of premises, equipment and working practices. We have a 'corporate responsibility' and 'duty of care' to those who work in and receive a service from our provision. Individuals are also responsible for ensuring their own and others safety.

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

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

Our Health and Safety risk assessments inform our procedures.

This policy is based on the key five steps below:

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

Daily safety sweeps and checks indoors and outdoors.

- Safety sweeps are conducted when setting up for the day or closing in the evening. Sometimes a safety sweep will identify a risk that requires a formal risk assessment on form. For example, if a window latch is stiff and an educator has to stand on a chair in order to reach it to ensure it has closed properly.



Health and safety risk assessments

- Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures, as they are the ones with first-hand knowledge as to whether the control measures are effective, and they can give an informed view to help update procedures accordingly.
- The setting manager undertakes training and ensures staff have adequate training in health and safety matters. The setting manager ensures that checks/work to premises are carried out and records are kept.

The setting manager undertakes training and ensures staff have adequate training in health and safety matters. The setting manager liaises with our landlord to ensure that checks/work to premises are carried out and records are kept.

- Gas safety by a Gas Safe registered gas/heating engineer.
- Electricity safety by a qualified electrician.
- Fire precautions to check that all fire-fighting equipment and alarms are in working order.
- Kitchen is clean / deep clean arranged where necessary.

The setting manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety, in each of the following areas of the premises:

- Entrance and exits.
- Outdoor areas.
- Passageways and connecting areas.
- Group rooms.
- Sleep areas.
- Main kitchen.

The setting manager ensures staff members carry out risk assessment for off-site activities, such as children's outings (including use of public transport), including:

- forest school and beach school
- home visits
- other duties off-site such as attending meetings, banking etc

The setting manager ensures staff members carry out risk assessment for work practice including (where applicable):



- the intimate care of young children and older children
- arrivals and departures
- preparation of food/drink
- children with allergies and special dietary needs or preferences
- serving food
- cooking activities with children
- supervising outdoor play and indoor/outdoor climbing equipment
- settling young children to sleep
- assessment, use and storage of equipment for disabled children
- visitors bringing equipment or animals for children's learning experiences, for example fire engines.
- following any incidents involving threats against staff or volunteers
- following any accident or incident involving staff or children

The setting manager liaises with Crime Prevention Officers as appropriate to ensure security arrangements for premises and personnel are appropriate.

Procedures

- All staff undertake training to ensure they are fully compliant with health and safety matters.
- Our risk assessment process covers adults and children and includes:
 - determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;
 - checking for and noting hazards and risks indoors and outside, in relation to our premises and 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.
- Risk assessments are documented and reviewed regularly.
- We maintain a list of health and safety issues, which are checked daily before the session begins. As part of our inset day before the commencement of each term we carry out a full risk assessment of our premises and equipment.



- Our manager liaises with our landlord to confirm that checks, such as electricity and gas safety checks, and any necessary work to the setting premises have been carried out annually and a copy of the records are kept.
- Through liaison with our landlord, we take precautions to reduce the risks of exposure to Legionella (Legionnaires disease).
- We are familiar with the HSE guidance and risk assess accordingly.



St Matthews Pre-School Group

Fire Safety & Emergency Evacuation

POL 024

This policy outlines the procedures to be followed in the event that the premises need to be evacuated in an emergency situation.

Date	Task	Name	Position
September 2016	Policy Amended	Sara Frost	Pre-School Manager
September 2017	Policy Amended	Sara Frost	Pre-School Manager
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
December 2022	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 024 Fire Safety & Emergency Evacuation

Policy statement

We ensure the highest possible standard of fire precautions are in place. Our staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as a Fire Officer. The premises are managed by St Matthews Church Hall Management Committee who are responsible for the annual Fire Safety inspection and checking of all alarms / extinguishers / signage. The setting manager also checks that signage, fire doors and alarms are working. We record our fire drills (termly) on a separate sheet held in the register. We ensure our policy is in line with the procedures specific to our building, making reasonable adjustments as required.

Fire safety risk assessment

Fire safety risk assessment form is carried out by a competent person using the five steps to fire safety risk assessment as follows:

1. Identify fire hazards

- Sources of ignition.
- Sources of fuel.
- Sources of oxygen (including oxygen tanks for disabled children).

2. Identify people at risk

- People in and around the premises.
- People especially at risk including very young babies, less ambulant disabled children or those using specialised equipment, such as splints, standing frames.

3. Evaluate, remove, reduce and protect from the risk

- Evaluate the risk of the fire occurring.
- Evaluate the risk to people from a fire starting on the premises.
- Remove and reduce the hazards that may cause a fire.
- Remove and reduce the risks to people from a fire.

4. Record, plan, inform, instruct, train

- Record significant findings and action taken.
- Prepare an emergency plan.
- Inform and instruct relevant people; inform and co-operate with others.



- Provide training.

5. Review

- Keep assessment under review and revise when necessary.

The fire safety risk assessment focuses on the following for each area:

- Electrical plugs, wires, sockets.
- Electrical items.
- Gas boilers.
- Cookers.
- Matches.
- Flammable materials, including furniture, furnishings, paper etc.
- Flammable chemicals (which are also covered in COSHH).
- Means of escape.
- Any other, as identified.

Fire safety precautions taken

- All electrical equipment is checked by a qualified electrician annually.
- Any faulty electrical equipment is taken out of use and recorded as such or condemned (whichever is necessary).
- Sockets are covered. This is different to using plug sockets inserts, a socket cover, covers the whole socket, including the switch and is safe to use.
- Water and electrical items do not come into contact; staff do not touch electrical items with wet hands.
- All fire safety equipment is checked annually.
- Gas boilers and cookers are checked and serviced annually by a Gas Safe registered engineer (landlord to organise).
- Matches are not used but if ever they were, they are used in the kitchen, they are kept in a drawer.
- We ensure that fire exits are known, never obstructed and easily opened from the inside.
 - clearly displayed in the premises;
 - explained to new members of staff and volunteers; and
 - practised regularly, at least once every half term.
- Records are kept of fire drills, in the register.
- In case of fire / fire drill the manager / deputy manager will alert all present by blowing a whistle twice and calling "Fire, Fire". Time will be noted.



- On hearing the whistle and /or call of “Fire, Fire” or smoke alarm, a staff member will usher all children towards the fire exit.
- Another staff member will check the building, including toilets, kitchen and store cupboards.
- The manager will collect register, mobile phone and evacuation bag (if safe to do so) or will clearly nominate another member of staff to do so and all will exit the building. There will be no attempt to tackle the fire. The priority is to exit the building.
- We all assemble by the bicycle area in front of main school.
- The manager / deputy manager counts all children and staff and takes the register. Time is noted.
- Call fire service if necessary, stating our precise location as:
 - **Church Hall, Stretton Road, Stretton, Warrington. WA4 4NT.**
 - **We are adjacent to St Matthews Church and School and opposite the Park Royal Hotel.**
 - Do this by using the mobile phone / school telephone.
- Call parents / carers if necessary. All contact details are included on the mobile phone / in the evacuation bag.
- Record event, noting elapsed time in the fire record which is kept in the register file.
- On identifying an emergency other than fire (e.g. Gas Leak, Bomb Threat, Intruder), the procedure is as above but the assembly points are:
 - **In the case of potentially explosive situations, the Park Royal Hotel.**
 - **In the case of an intruder on the premises, St Matthews C of E Primary School hall.**

Fire Drills

We hold fire drills at least termly, on different days and at different times to ensure all children and staff are involved in training. We record the following information about each fire drill on a separate sheet in the register:

- The date and time of the drill.
- Number of adults and children involved.
- How long it took to evacuate.
- We review the drill afterwards and note if there were any problems that delayed evacuation and / or
- Any further action taken to improve the drill procedure.

Fire precautions

- Fire exit signs are the green ‘running man’ signs and are in place and clearly visible.
- Fire exits by doors are those that show a green light at night.
- Fire doors are secured but not locked during normal working hours.
- Fire evacuation notices are in every room; these are displayed in print large enough to read from a short distance. They say where the assembly point is.



- Fire alarms are in place and tested monthly, and where necessary supplemented with visual warnings. This is recorded.
- Smoke alarms are in place and tested monthly. This is recorded.
- A fire blanket is in place in the kitchen (and any other location where there is a cooker).
- Fire extinguishers are in place and are appropriate

Further guidance

[Dynamic Risk Management](#) (Alliance 2017)

[Fire Safety Record](#) (Early Years Alliance 2019)

Fire Safety Risk Assessment: Educational Premises (HMG 2006):

www.gov.uk/government/publications/fire-safety-risk-assessment-educational-premises



St Matthews Pre-School Group

Animals in the Setting

POL 025

This policy outlines the procedure to be followed in the event of animals being brought into the building.

Date	Task	Name	Position
September 2017	Policy Reviewed	Sara Frost	Pre-School Manager
September 2018	Policy Amended	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 025 Animals in the Setting

Policy statement

The pre-school sessions are held in St Matthews Church Hall building. The building, therefore, is not exclusive to pre-school. It is deemed inappropriate to keep animals as pets at this setting. During normal sessions we do not allow animals into the building due to adult / child fears and allergies.

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

Animals brought into the setting

- If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.
- All animals visiting the setting are disease free, safe to be with children and do not pose a health risk.
- Parents are informed, in advance, of any planned visit of animals into pre-school to ensure they agree to their child attending this session.
- Children are taught correct handling of the pet and are always supervised.
- All known allergies are considered.
- All children wash their hands after contact with animals.
- No dogs on the Government's Banned Dogs list are to be brought on site at any time. All other dogs brought on site by parents during arrivals and departure times must be on a lead and under control. The manager reserves the right to request that a dog is not brought on site, if the animal appears to be out of control, or likely to pose a risk.

Visits to farms

- Before a visit to a farm, we carry out a risk assessment - this may take account of safety factors listed in the farm's own risk assessment, which should be viewed.
- We contact the venue in advance of the visit to ensure that there has been no recent outbreak of E.coli or other infections. If there has been an outbreak, we will review the visit and may decide to postpone it.
- We follow our outings procedure.
- Children wash and dry their hands thoroughly after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris as soon as possible on departure and should not be worn indoors.



- We advise staff and volunteers who are, or may be, pregnant to avoid contact with ewes and to consult their GP before the visit.

Legal framework

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

Further guidance

[Good Practice in Early Years Infection Control](#) (Alliance Publication)

<https://www.gov.uk/control-dog-public/banned-dogs>



St Matthews Pre-School Group

No Smoking, Drugs or Alcohol

POL 026

This policy outlines the procedures to be followed to ensure that we are compliant with health and safety regulations in respect of smoking, drugs and alcohol in respect of the EYFS framework.

Date	Task	Name	Position
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Reviewed	Alison Lockie	Pe-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 026 No Smoking, Drugs or Alcohol

Policy Statement

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

Procedures

- All staff, parents and visitors are made aware of our No-smoking, Alcohol or Drug Policy.
- No-smoking signs are displayed prominently (our building is a 'No Smoking' building)
- The No-smoking Policy is stated on our website.
- Staff who smoke do not do so during working hours, whilst wearing their uniform or an hour before attending work.
- E-cigarettes are not permitted to be used on the premises.
- Staff are made aware that failure to adhere to this policy and procedures may result in disciplinary action.
- It is a criminal offence for employees to smoke in smoke-free areas, with a fixed penalty of £50 or prosecution and a fine of up to £200.
- Staff are not permitted to consume alcohol or take mind altering drugs either before or during session.
- If a staff member shows signs of drug or alcohol abuse, the manager will support them to seek professional help.
- No member of staff is permitted to work if they show signs of drug or alcohol use. Failure to adhere to this policy and procedures may result in disciplinary action.
- If a parent / carer is deemed to be under the influence of either drugs or alcohol when collecting their child staff will attempt to contact another authorised person to collect the child. The child will remain at pre-school until the second person arrives and safeguarding procedures will be followed.
- If the parent / carer insists on taking their child, the police will be called if they are known to be driving a vehicle.

Further guidance

Smoking at work: the law www.gov.uk/smoking-at-work-the-law



St Matthews Pre-School Group

Manual Handling

POL 027

This policy outlines the manual handling procedures to be followed to help prevent injury when lifting or moving objects or children.

Date	Task	Name	Position
August 2024	Policy Created	Louise Moye	Pre-School Manager



Policy 027 Manual Handling

Procedures

- All staff comply with risk assessment and have a personal responsibility to ensure they do not lift objects likely to cause injury. Failure to do so may invalidate an insurance claim.
- Members of staff bring the setting manager's attention to any new risk, or situations where the control measures are not working.
- Risk assessments may need to be changed for some individuals, such as a pregnant woman, or staff with an existing or previous injury or impairment that may affect their capacity to lift.
- Risk assessment is carried out of the environment in which the lifting is done. Features such as uneven floor surfaces, stairs, etc. add to the general risk and need to be taken into consideration.
- The setting manager ensures that they and their staff are trained to lift and move heavy objects and unstable loads correctly. Babies and young children are also heavy and need to be lifted and carried carefully and correctly.

Guidelines:

- Do not lift heavy objects alone. Seek help from a colleague.
- Bend from the knees rather than the back.
- Do not lift very heavy objects. even with others. that are beyond your strength.
- Use trolleys for heavy items that must be carried or moved on a regular basis.
- Items should not be lifted onto, or from, storage areas above head height.
- Do not stand on objects, other than proper height steps, to reach high objects and never try to over-reach.
- Push rather than pull heavy objects.
- Do not carry heavy objects up or down stairs; or carry large objects that may block your view of the stairs.
- Do not hold babies by standing and resting them on your hips.

Please note this is not an exhaustive list.

- Managers are responsible for carrying out risk assessment for manual handling operations, which includes lifting/carrying children and lifting/carrying furniture or equipment.



St Matthews Pre-School Group

Valuing Diversity & Promoting Inclusion & Equality

POL 028

This policy outlines the procedures to be followed to ensure that our setting is fully inclusive of meeting the needs of all our children.

Date	Task	Name	Position
September 2016	Policy Amended	Sara Frost	Pre-School Manager
September 2017	Policy Amended	Sara Frost	Pre-School Manager
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
October 2022	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 028 Valuing Diversity & Promoting Inclusion & Equality

We actively promote inclusion, equality of opportunity and value diversity. All early years setting have legal obligations under the Equality Act 2010. Those in receipt of public funding also have public equality duties to eliminate discrimination, promote equality, foster good relations with individuals and groups with protected characteristics namely disability, race (ethnicity), religion and belief, sexual orientation, sex (gender), gender reassignment, age, pregnancy and maternity, marriage and civil partnership. Settings also have obligations under the Prevent Duty (2015 updated 2023) which highlights the need to foster equality and prevent children from being drawn into harm and radicalisation.

We are committed to ensuring that our setting is fully inclusive in meeting the needs of all children.

We support the definition of inclusion as stated by the Early Childhood Forum:

'Inclusion is the process of identifying, understanding and breaking down the barriers to participation and belonging.'

We interpret this as consisting of several tasks and processes in relation not only to children but also to parents and visitors in the setting. These tasks and processes include awareness and knowledge of relevant barriers to inclusion for those with a protected characteristic namely:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sexual orientation
- sex (gender)
- age
- marriage or civil partnership (in relation to employment)

This includes unlawful behaviour towards people with protected characteristics. Unlawful behaviour being direct discrimination, indirect discrimination, associative discrimination, discrimination by perception, harassment, and victimisation (in addition, we are aware of the inequality that users facing socio-economic disadvantaged may also encounter). We will not tolerate behaviour from an adult which demonstrates



dislike and prejudice towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

We promote understanding of discrimination - through training and staff development - the causes and effects of discrimination on both adults and children and the long- term impact of discrimination; the need to protect children from discrimination and ensure that early years practice is both accessible and inclusive; the need for relevant support to allow children to develop into confident adults with a strong positive self-identity.

- Developing practice that includes:
 - Developing an environment which reflects the 'kaleidoscope' of factors that can provide settings with a myriad of influences and ideas for exploring and celebrating difference.
 - Ensuring that barriers to inclusion are identified and removed or minimised wherever possible; for example, we complete 01.1b Access audit form.
 - Understanding, supporting and promoting the importance of identity for all children and recognising that this comprises multiple facets which are shaped by a 'kaleidoscope' of factors including British values, 'race' ethnicity and culture, gender, difference of ability, social class, language, religion and belief, and family form and lifestyle, which combine uniquely in the identity of each individual; for example, we welcome and promote bi/multi-lingualism and the use of alternative communication formats such as sign language, and we promote gender equality while at the same time recognising the differences in play preferences and developmental timetables of girls and boys.
 - Recognising that this 'kaleidoscope' also reflects negative images which may be internalised and negatively affect the development of self-concept, self-esteem, and confidence.
 - Promoting a welcoming atmosphere that genuinely appreciate British values, different cultural and personal perspectives, without stereotyping and prejudicing cultures and traditions on raising children, by always involving parents.
 - Promoting community cohesion and creating an environment that pre-empts acts of discrimination so that they do not arise.
 - Recruitment of staff to reflect cultural and language diversity, disabled staff, and staff of both genders.
 - Addressing discrimination as it occurs from children in a sensitive, age-appropriate manner to ensure that everyone involved understands the situation and are offered reassurance and support to achieve resolution.
 - Challenging discriminatory behaviour from parents, staff or outside agencies or individuals that affect the well-being of children and the early years community.



- Creating an ethos within which staff work confidently within a culturally complex environment; learning when to change or adapt practice in the setting and having the confidence to challenge practice (including parental) that is not in the child's best interest, seeking support and intervention from agencies where appropriate.
- Ensuring that educators work closely with the Special Educational Needs Coordinator to make sure that the additional needs of all children are identified and met.
- We are aware of anti-discriminatory legislation and able to use it to shape the service and support parents and children against discrimination in the local community, for example, against asylum seekers, the Travelling community and same sex parents.
- We regularly monitor and review our practice including long-term preventative measures to ensure equality such as auditing of provision, formulating an equality plan, applying impact measurements and positive actions. In addition, short term measures such as recognition and assessment of children's additional support needs (e.g. impairment, home language, family hardship, specific family beliefs and practices), day-to-day activities, provision of suitable support and resources, activity programme and curriculum., assessment, recognition of special educational needs and developing inclusive relationships.

Procedures

Admissions

Our setting is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our setting within our Local Authority and have a website.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (wherever possible). Our website can be translated.
- We provide information on our offer of provision for children with special educational needs and disabilities via the Local Authority website 'Ask Ollie'.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Inclusion and Equality Policy. All our policies are shared on our website.
- We make reasonable adjustments (as the premises will allow) to ensure that disabled children can participate successfully in the setting and in the curriculum offered by the setting.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:



- direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the setting;
 - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
 - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
 - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
 - Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

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

Training

- We seek out training opportunities (EduCare / NoodleNow) for our staff to enable them to develop anti-discriminatory and inclusive practices.
- We ensure that our 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 Valuing Diversity and Promoting Equality.



Curriculum and practices with children

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self esteem, empathy, critical thinking and reflection.

Promoting identity, positive self-concept and self-esteem for all children through treating each child as an individual and with equal concern, ensuring each child's developmental and emotional needs are recognised and met.

- Promoting inclusive practice to ensure every child is welcomed and valued.
- Discussing aspects of family/child identity with parents when settling in a new child.
- Maintaining a positive non-judgemental attitude and use of language with children to talk about topics such as family composition/background, eye and skin colour, hair texture, sex, gender, physical attributes and languages spoken (including signing).
- Becoming knowledgeable about different cultures, and individual subjective perceptions of these and being able to reflect them imaginatively and creatively in the setting to create pride, interest and positive self-identity.
- Discussing similarities and differences positively without bias and judgement.
- Celebrating festivals, holy days and special days authentically through involving parents, staff or the wider community to provide a positive experience for all.
- Providing books with positive images of children and families from all backgrounds and abilities. Avoiding caricatures or cartoon-like depictions, and ensuring individual differences are portrayed with sensitive accuracy. The central characters in individual stories should provide a positive, broad representation of diversity e.g. disability, ethnicity, sex and gender, age and social backgrounds. Individual storylines should contain a range of situations which are easily identifiable by children such as those that include disabled children/adults, different ethnic groups, mixed heritage families, gender diversity, single sex/same and different sex families, multi-generational households and cultural diversity.
- Providing visual materials, such as posters and pictures that provide non-stereotypical images of people, places and cultures and roles that are within children's range of experience. This includes photographs taken by staff of the local and wider community, of parents and families and local events.
- Using textiles, prints, sculptures or carvings from diverse cultures in displays.
- Providing artefacts from a range of cultures, particularly for use in all areas of the setting, not just in the home corner.
- Ensuring toys, learning materials and resources reflect diversity and provide relevant materials for exploring aspects of difference, such as skin tone paints and pens.



- Developing a range of activities through which children can explore aspects of their identity, explore similarities, differences and develop empathy including:
 - self-portraits, photograph albums and displays showing a range of families
 - books about 'me' or my family
 - persona doll stories which sympathetically and authentically represent diversity
 - food activities, such as tasting and cooking, creating real menu additions
 - activities about real celebrations such as new babies, weddings, cultural and religious events
 - use of textiles and secular artefacts in the room, and to handle and explore, that demonstrate valuing of the cultures from which they come
 - creating textiles such as tie dying, batik and creative use of textiles
 - provide mirrors at different heights for babies and other non-ambulant children
 - developing a music area with a variety of musical instruments for babies and children to use to create a range of music.
 - creating an art and mark making area with a variety of materials from other countries such as wood blocks for printing, Chinese calligraphy brushes etc.
 - home corner play which encourages all children to equally participate and provides domestic articles from diverse cultures
 - 'dressing up' materials which promote non-gendered roles and enable children to explore different gender identities/gender neutrality
 - providing dolls that sensitively and accurately portray difference such as disability and ethnicity
 - use of a variety of music to play to children of different genres and cultural styles with a variety of musical instruments for children to access
 - a language and literacy area with a variety of books, some with dual language texts and signs, involving parents in the translation where possible
 - Online / interactive stories read in English and other languages
 - examples of writing in other scripts from everyday sources such as papers and magazines, packaging etc. children's names written on cards in English as well as in their home language script where appropriate
 - labels for children's paintings or other work are made with their name in English and home language script (parents can help with this)
 - conversations with young children which explore unfamiliar objects and subjects to help foster an understanding of diversity and identity such as spectacles or hearing aids, religious and cultural practices
- Record keeping that refers to children's emerging bilingual skills or their use of sign language as achievements in positive terms.



- Record keeping that refers to children's differing abilities and identities in positive terms.
- Records that show the relevant involvement of all children, especially children with special educational needs and disabilities, those using English as an additional language and those who are 'more abled' in the planning of their care and education.

Implementing an equality strategy to foster a 'can do' approach

- Every setting should have an equality strategy in place outlining their vision on equality alongside a timetabled list of actions summarising how they build equality into the provision and how this is monitored and evaluated.
- An equality check and access audit are completed to ensure that there are no barriers to inclusion of any child, families and visitors to the setting.
- Early years settings in receipt of nursery education funding are covered by the public sector equality duty. These bodies must have regard of the need to eliminate discrimination, promote equality of opportunity, foster good relations between disabled and non-disabled persons, and publish information to show their compliance with the duty.

Promoting dynamic and balanced mixed gender, culturally, socially, and linguistically diverse staff teams who work constructively together in providing for diverse communities.

- It is recognised that members of staff in diverse teams bring a range of views and opinions to the setting regarding a range of issues to do with the job. It is important that a range of views and perspectives are shared and respected in staff meetings and that decisions are made on which way of looking at the situation will result in the best outcomes for the child.
- Staff views are sought where these offer individuals, social and/or cultural insight, although staff should not be put in an uncomfortable position of being an 'expert' or 'ambassador'.
- Staff respect similarities and differences between each other and users such as ability, disability, religious and personal beliefs, sex, sexual orientation, gender reassignment etc. Staff do not discriminate or harass individuals on the grounds of these or encourage any other member of staff to do so; evidence of such will be dealt with by management immediately.
- Members of staff make the best use of different perspectives in the team to find solutions to difficult problems that arise in socially/culturally complex situations.
- Members of staff support each other to highlight similarities and respect differences.
- Members of staff of both sexes carry out all tasks according to their job description; there are no jobs that are designated men's or women's jobs.
- Staff are sensitive to the fact that male workers are under-represented in the early years workforce so may be more likely to experience inequality and discrimination.



- Staff should be aware that male workers may be more vulnerable to allegations. Therefore, work practices should be developed to minimise this. These practices are valuable for all staff.
- Staff and managers will not tolerate behaviour where staff may feel threatened, or under attack, from discriminatory behaviour, those involved in this behaviour will be asked to leave the premises immediately and where necessary the police will be called.
- There is an ethos wherein staff, parents and children are free to express themselves and speak their own languages in ways that enhance the culture of the setting.

Ensuring that barriers to equality and inclusion are identified and removed or minimised wherever possible.

- Barriers may include:
 - lack of understanding - where the language spoken at the setting is not that which is spoken at a child's home
 - perceived barriers – affordability where parents are not aware of financial support available or assume that a service is not available to them. Perceived barriers may also be physical barriers for those children or parents with a disability or additional needs where they assume, they will not be able to access the service
 - physical barriers – where there are environmental features which stop a disabled child or disabled parent accessing the setting such as stairs
 - negative attitudes – stereotypes and prejudices or commitment by staff and managers to the time and energy required to identify and remove barriers to accessibility
 - unconscious and conscious bias of staff towards some families such as those from other backgrounds, disabled parents, same sex parents and families with specific religious beliefs
 - gendered views of staff which limit children's aspirations and choices
 - misconceptions such as disabled children should not attend settings during a pandemic due to heightened risk
 - lack of effective Information Communication Technology (ICT) in the homes of families who are vulnerable or at risk and therefore unable to keep in close contact with the childcare provider
- Staff are aware of the different barriers to inclusion and equality and consider the wider implications for children and their families.

Supporting children to become considerate adults

- Children's social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and Universal values. The EYFS supports children's earliest skills in an age appropriate way to become social citizens, namely listen and attend to



instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; risk taking behaviours, rules and boundaries; not to hurt/upset other people with words and actions; consequences of hurtful/discriminatory behaviour and regulating behaviour.

British values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage and are further clarified here based on *Fundamental British values in the Early Years*

(<https://foundationyears.org.uk/wp-content/uploads/2017/08/Fundamental-British-Values-in-the-Early-Years-2017.pdf>)

Democracy: making decisions together

- For self-confidence and self-awareness (PSED), educators encourage children to see the bigger picture, children know their views count, value each other's views and values and talk about feelings e.g. when they do or do not need help.
- Supporting the decisions children make and providing activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds, where questions are valued and prejudice attitudes less likely.

Rule of law: understanding rules matter (PSED)

- Educators ensure children understand their and others' behaviour and consequence.
- Educators collaborate with children to create rules and codes of behaviour, e.g. rules about tidying up and ensure all children understand that rules apply to everyone.

Individual liberty: freedom for all (PSED & UW)

- Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, exploring facets of their own identity, talking about their experiences and learning. Educators encourage a range of experiences, allow children to explore the language of feelings and responsibility, reflect on differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated (PSED & UW)

- Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.



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

It is not acceptable to:

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

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

- undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults as far as is practicable with a rented building.
- fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

Valuing diversity in families

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



Fostering positive attitudes and challenging discrimination.

- Young children are learning how to grow up in a diverse world and develop appropriate attitudes. This can be difficult, and they may make mistakes and pick up inappropriate attitudes or just get the 'wrong idea' that may underlie attitudes of 'pre-prejudice' towards specific individuals/groups. Where children make remarks or behave in a discriminatory or prejudice way or make inappropriate comments that arise from not knowing facts, staff should explain why these actions are not acceptable and provide appropriate information and intervention to reinforce children's understanding and learning.
- Where children make overtly prejudice or discriminatory remarks they are dealt with as above, and the issue is raised with the parents.
- When children wish to explore aspects of their identity such as ethnicity or gender, they should be listened to in an understanding and non-judgemental way.
- Parents are expected to abide by the policy for inclusion, diversity and equality and to support their child in the aims of the setting.

Promoting dynamic and balanced mixed gender, culturally, socially, and linguistically diverse staff teams who work constructively together in providing for diverse communities.

- It is recognised that members of staff in diverse teams bring a range of views and opinions to the setting regarding a range of issues to do with the job. It is important that a range of views and perspectives are shared and respected in staff meetings and that decisions are made on which way of looking at the situation will result in the best outcomes for the child.
- Staff views are sought where these offer individuals, social and/or cultural insight, although staff should not be put in an uncomfortable position of being an 'expert' or 'ambassador'.
- Staff respect similarities and differences between each other and users such as ability, disability, religious and personal beliefs, sex, sexual orientation, gender reassignment etc. Staff do not discriminate or harass individuals on the grounds of these or encourage any other member of staff to do so; evidence of such will be dealt with by management immediately.
- Members of staff make the best use of different perspectives in the team to find solutions to difficult problems that arise in socially/culturally complex situations.
- Members of staff support each other to highlight similarities and respect differences.
- Members of staff of both sexes carry out all tasks according to their job description; there are no jobs that are designated men's or women's jobs.
- Staff are sensitive to the fact that male workers are under-represented in the early years workforce so may be more likely to experience inequality and discrimination.
- Staff should be aware that male workers may be more vulnerable to allegations. Therefore, work practices should be developed to minimise this. These practices are valuable for all staff.



- Where staff may feel threatened, or under attack, from discriminatory behaviour, this will not be tolerated and police will be called.
- There is an ethos wherein staff, parents and children are free to express themselves and speak their own languages in ways that enhance the culture of the setting.

Ensuring that barriers to equality and inclusion are identified and removed or minimised wherever possible.

- Barriers may include:
 - lack of understanding - where the language spoken at the setting is not that which is spoken at a child's home
 - perceived barriers – affordability where parents are not aware of financial support available or assume that a service is not available to them. Perceived barriers may also be physical barriers for those children or parents with a disability or additional needs where they assume, they will not be able to access the service
 - physical barriers – where there are environmental features which stop a disabled child or disabled parent accessing the setting such as stairs
 - negative attitudes – stereotypes and prejudices or commitment by staff and managers to the time and energy required to identify and remove barriers to accessibility
 - unconscious and conscious bias of staff towards some families such as those from other backgrounds, disabled parents, same sex parents and families with specific religious beliefs
 - gendered views of staff which limit children's aspirations and choices
 - misconceptions such as disabled children should not attend settings during a pandemic due to heightened risk
 - lack of effective Information Communication Technology (ICT) in the homes of families who are vulnerable or at risk and therefore unable to keep in close contact with the childcare provider
- Staff are aware of the different barriers to inclusion and equality and consider the wider implications for children and their families.

Supporting children to become considerate adults

- Children's social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and Universal values. The EYFS supports children's earliest skills in an age appropriate way to become social citizens, namely listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of



other people; take turns in play and conversation; risk taking behaviours, rules and boundaries; not to hurt/upset other people with words and actions; consequences of hurtful/discriminatory behaviour and regulating behaviour.

- See also POL 027 British Values

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 wherever possible.
- We help children to learn about a range of food. When celebrating different festivals, we include food from that culture for children to try / learn about.

Meetings

- Meetings are arranged to ensure that all families who wish to, may be involved in the running of the setting.
- Where appropriate, we positively encourage all parents to be involved in the setting, especially those parents who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, EY Log, email, WhatsApp, verbal and where resources allow in translation – to ensure that all mothers/fathers/carers have information about, and access to, the meetings.

Monitoring and reviewing

- In order that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Public Sector Equality Duty

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

Legal references

General Data Protection Regulation 2018

Children and Families Act 2014 Part 3

Special Educational Needs and Disability Code of Practice 2014

Disability Equality Duty 2011

Equality Act 2010

Prevent Strategy 2015



Further guidance

[Guide to the Equality Act and Good Practice](#) (Alliance 2015)



St Matthews Pre-School Group

Supporting Children with Special Educational Needs

POL 029

This policy outlines our commitments and procedures followed to support those children with special educational needs and their families.

Date	Task	Name	Position
September 2016	Policy Amended	Sara Frost	Pre-School Manager
September 2017	Policy Amended	Sara Frost	Pre-School Manager
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
September 2022	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 029 Supporting Children With SEN

We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

The term SEN support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for. Children's SEND generally falls within the following four broad areas of need and support:

- communication and interaction
 - cognition and learning
 - social, emotional and mental health
 - sensory and/or physical needs
-
- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
 - We have in place a clear approach for identifying, responding to, and meeting children's SEN¹.
 - We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
 - We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
 - We regularly 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 Co-ordinator (SENCO) and give their name to parents. Our SENCO is: Beth Lockie
- The SENCO has responsibility for the day-to-day operation of Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.

¹ This includes disabled children with special educational needs



- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes
- Where appropriate, we take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service. Our Local Offer is referred to as 'Ask Ollie'
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework, Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service training for practitioners and assist parents finding additional external help.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Graduated approach

Initial identification and support (identifying special educational needs)

- Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress.
- Children identified as having difficulty with one or more area of development will be given support by applying some simple strategies and resources.
- For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop. An SEN Initial Record of Concern form can be used for this purpose.
- If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person will raise a concern with the SENCo / setting manager, who will arrange to meet with the child's parents together.

Observation and assessment of children's SEN

Where a child appears to be behind expected levels, or their progress gives cause for concern, practitioners consider all the information about the child's learning and development from within and beyond the setting.



- Information can be collated from formal checks such as the progress check at age two, observations from parents and observation and assessment by the setting of the child's progress.
- When specialist advice has been sought externally, this is used to help determine whether or not a child has a special educational need (SEN).
- The child's key person and SENCo / Manager use this information to decide if the child has a special educational need.
- If the decision is that the child does have a SEN and the parents are not already aware of a concern, then the information is shared with them. Once parents have been informed, they will be fully engaged in the process, contributing their insights to all future actions for their child.

Planning intervention

- Everyone involved with the child are given an opportunity to share their views. Parents are encouraged to share their thoughts on the child's difficulties and involved in the decision as to what will happen next.
- A first intervention option may be to carry on with applying differentiated support and to review the child's progress at an agreed date. If the child's needs are more complex, then the decision maybe to go straight ahead and prepare an SEN Support Action Plan with detailed evidence-based interventions being applied straight away and simultaneously external referrals made.
- If relevant, then the child should be appropriately included in development of the action plan but only at a level which reflects their stage of comprehension.
- The SEN Support Action Plan described below, ensures that children identified as, or suspected of, having a SEN will receive the right level of support and encouragement with their learning and development as early as possible.

Involving the child

- The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
- Inclusion of children with SEND helps build self-confidence and trust in others.
- Ascertaining children's views may not be easy, a range of strategies will be needed.
- Accurate assessment helps identify children's strengths and possible barriers to learning.
- The key person and setting manager/SENCo work in partnership with parents and other agencies to involve the child wherever appropriate.
- Children are involved at appropriate stages of the assessment and to their level of ability.
- Establishing effective communication is essential for the child's involvement.



SEN action plan

- The SEN Support Action Plan shows what support is required to help achieve outcomes for the child and detail the frequency of these interventions and who will apply them and with what resources.
- A review date (at least termly) is agreed with the parents so that the child's progress can be reviewed against expected outcomes and next steps agreed.
- A copy of the plan is stored in the child's file so that any other member of staff looking at the file will see how the child is progressing and what interventions have been or are being applied.
- If a child requires specific medical interventions during their time in the setting, a Health Care Plan is also completed and integrated into the general plans to ensure the child's medical needs are known and safely met.
- The action plan provides an accessible summary of the child's needs, which can be used if further assessment is required including a statutory Education Health and Care (EHC) Assessment, and development of an EHC plan.

Drawing up a SEN action plan

- If external agencies are already involved at this stage, then they are also invited to help decide on what appropriate interventions are needed to help meet outcomes for the child. The SENCo/setting manager will take the lead in coordinating further actions including preparation of the action plan and setting short-term targets.
- Where there are significant emerging concerns (or an identified special educational need or disability) targeted action plans are formulated that relate to a clear set of expected outcomes and stretching targets.
- The SEN Support Action Plan, highlights areas in which a child is progressing well; areas in which some additional support might be needed and any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It describes the activities and strategies the provider intends to adopt to address any issues or concerns.
- Planned intervention is based on the best possible evidence and have the required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals.
- The plan focuses on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child. Effective planning at this stage should help parents and children express their needs, wishes, and goals:
 - focus on the child as an individual and not their SEN label



- be easy for children to understand and use clear ordinary language and images, rather than professional jargon
- highlight the child strengths and capacities
- enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach
- If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help/CAF assessment will be considered.

Record keeping

If a child has or is suspected of having a SEN, a dated record is kept of:

- the initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions). The SEN Initial Record of Concern form can also be used for this purpose drawing information from other sources.
- the initial discussion with parents raising the possibility of the child's SEN
- the views of the parents and other relevant persons including, wherever possible, the child's views;
- the procedures followed with regard to the Code of Practice to meet the child's SEND e.g. SEN action plan, referrals to external agencies and for statutory assessment
- evidence of the child's progress and any identified barriers to learning
- advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals

Records may include

- observation and monitoring sheets
- expressions of concern
- risk assessments
- access audits
- health care plans (including guidelines for administering medication)
- SEN action plans
- meetings with parents and other agencies



- additional information from and to outside agencies
- agreements with parents
- guidelines for the use of children's individual equipment; Early help CAF referrals
- referral to the local authority identifying a child's special educational needs and request for statutory Education, Health, Care (EHC) needs assessment; and a copy of an EHC plan

Seeking additional funding/enhanced/top up

If the child's needs cannot be met from within the setting's core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority's inclusion fund. If a new or existing child is disabled, then the setting will check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Fund.

Statutory education, health and care (EHC) assessment and plan

Statutory assessment

- If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.
- The local authority will conduct an EHC needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years setting.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
- The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.
- We will prepare by collating information about the child's SEND including:
 - documentation on the child's progress in the setting
 - interventions and support provided to date
 - evidence of external agency assessment, support and recommendations
 - parental views and wishes (and where appropriate those of the child)

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

- The local authority must inform the child's parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to



conduct an assessment, it must ensure the child's parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must then inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.

- If the local authority decides that a statutory EHC plan is not necessary, it must notify the parents and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.
- If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents in the preparation of the plan ensuring that their views and their child's preferences are taken into account and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents have the right to request a particular provision for their child to be named within their EHC plan.
- If an early years setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

External intervention and support

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

Further guidance

[SEND Code of Practice: 0 to 25 years](#) (DfE and DoH 2015)

[Ready, Steady, SENCO](#) (Alliance Publication)

Early Years Foundation Stage Statutory Framework (DfE 2023)

Working Together to Safeguard Children (DfE 2015)

Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

Guide to the Equality Act and Good Practice (2015)

SEND Code of Practice for the Early Years (2014)



St Matthews Pre-School Group

British Values

POL 030

This policy outlines the procedures to be followed which demonstrate that we have a legal obligation to respect the Equality Act 2010, which incorporates both British and universal values.

Date	Task	Name	Position
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
December 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Reviewed	Louise Moye	Pre-School Manager



Policy 030 British Values

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

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

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

Procedures

British Values

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance

(<https://foundationyears.org.uk/wp-content/uploads/2017/08/Fundamental-British-Values-in-the-Early-Years-2017.pdf>):

- **Democracy**, or making decisions together
- As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
- Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued and prejudice attitudes less likely.
- **Rule of law**, or understanding that rules matter
- Practitioners ensure that children understand their own and others' behaviour and its consequence.



- Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.

- **Individual liberty, or freedom for all**
 - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks e.g. mixing colours and talking about their experiences and learning.
 - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about going to 'Big School'.
- **Mutual respect and tolerance**, or treating others as you want to be treated
 - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
 - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
 - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
 - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- **In our setting it is not acceptable to:**
 - actively promote intolerance of other faiths, cultures and races
 - fail to challenge gender stereotypes and routinely segregate girls and boys
 - isolate children from their wider community
 - fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015 we also have a duty *"to have due regard to the need to prevent people from being drawn into terrorism"*



St Matthews Pre-School Group

Admissions

POL 031

This policy outlines the procedures to be followed for a parent / carer requiring a place for their child at our setting.

Date	Task	Name	Position
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Reviewed	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 031 Admissions

Policy statement

It is our intention to make our setting accessible to children and families from all sections of the local community through open, fair and clearly communicated procedures.

Procedures

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, using simple plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- We operate a wait list.
- Although our main intake is in September, we will also accept new children into Pre School in the Spring Term (January) and Summer Term (April), subject to places still being available once our September intake has been confirmed and those children have started, though we will not accept any child in their last term prior to starting school unless there are exceptional circumstances. We will allocate these places taking the following into account:
 - the age of the child (a maximum of five 2 year olds per session), with priority given to children who are eligible for the funded entitlement – including eligible two year old children;
 - whether any siblings already attend the setting
 - the length of time on the waiting list;
 - the vicinity of the home to the setting; and
 - the capacity of the setting to meet the individual needs of the child.
- In an emergency, we will endeavour to make a place available for a child where possible.
- We offer funded places in accordance with the Early Years Entitlements: Operational Guidance for local authorities and providers (DfE 2018) and the Code of Practice for Warrington Borough Council.
- Our setting and its practices are welcoming and make it clear that all parents, other relations and carers are all welcome.
- Our setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We support children and/or parents with disabilities to take full part in all activities within our setting. The setting makes reasonable adjustments to ensure that this will be the case from the time the child is placed on the waiting list.
- We monitor the needs, individual circumstances and background of children joining our setting on the EY Works Admission Form, to ensure that no accidental or unintentional discrimination is taking place and that reasonable adjustments are made.



- We share and widely promote our Valuing Diversity and Promoting Equality Policy.
- We liaise with the local school about the opening times / term dates of school / our setting to ensure that we consistency and can accommodate families' needs.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- We require a child to attend for a minimum of two sessions (i.e. two separate days) to help the child to settle more easily and to enable a relationship to be built with the key worker. We are flexible on attendance for the first half term whilst the child settles and could (at the manager's discretion) split a full day session into a 'morning only' session.
- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.
- Once a childcare and early education place has been offered the relevant paperwork is completed by the setting manager or deputy before the child starts and filed on the child's personal file / EY Works. Forms completed include:
 - Privacy notice - explains what personal data we collect, why we collect it, how we use it, the control parent/carers have over their personal data and the procedures we have in place to protect it.
 - Childcare and early education terms and conditions - govern the basis by which we provide childcare and early education.
 - Unique child form – provides the setting with key information about the child, including likes and dislikes to help us to build a bigger picture of each individual child, enabling to us to care for their individual needs and personalities.
 - Childcare and early education registration form - contains personal information about the child and family that must be completed in full prior to the child commencing.

Children with SEND

- The manager must seek to determine an accurate assessment of a child's needs at registration. If the child's needs cannot be met from within the setting's core budget, then an application for SEN inclusion funding must be made immediately.
- Children with identified SEND must be offered a place when one becomes available as with any other child. However, the start date for children with more complex SEND will be determined by the preparations made to ensure the child's safety, well-being and accessibility in the setting. If a child's needs determine that adjustments need to be made, the manager must outline a realistic timeframe for completion, detailing the nature of adjustments e.g. risk assessment, staff training, health care plan and all other adjustments required. The child's safety at all times is paramount.



- At the time of registration, the manager must check to see if a child's family is in receipt of Disability Living Allowance, if so, the manager must ask for evidence to enable them to claim the Disability Access Fund directly from the local authority. If the family is eligible but not in receipt of the allowance, the setting manager will support the family in their application. More information can be found at www.gov.uk/disability-living-allowance-children/how-to-claim.
- Preparation for admitting a child with SEND must be made in a reasonable amount of time and any delay in the child starting is scrutinised by the setting manager to avoid discrimination and negative impact on the child and family. During a preparation period the family and relevant agencies and the local authority must be regularly updated on the progress of the preparations.

Safeguarding/child protection

If information is provided by the parents that a child who is starting at the setting is currently, or has had involvement with social care, the designated person will contact the agency to seek further clarification.

Parents are advised on how to access the setting's policies and procedures.

Further guidance

Early Years Entitlements: Operational guidance for local authorities and providers (DfE 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718181/Early_years_entitlements-operational_guidance.pdf



St Matthews Pre-School Group

Making a Complaint

POL 032

This policy outlines the procedures to be followed in the event that a parent / carer has concerns about the way we operate as a setting.

Date	Task	Name	Position
September 2016	Policy Amended	Sara Frost	Pre-School Manager
September 2017	Policy Amended	Sara Frost	Pre-School Manager
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
September 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 032 Making a Complaint

Policy statement

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. There is a fair way of dealing with issues as they arise in an informal way, but parents may wish to exercise their right to make a formal complaint. They are informed of the procedure to do this and complaints are responded to in a timely way. The same procedures apply to agencies who may have a grievance or complaint. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Procedures

We are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request.

Making a complaint

Stage 1

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

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 (others will prefer to make it verbally, in which case the setting manager writes down the main issues of the complaint using the Complaint Investigation Record)
- Our setting stores all information relating to written complaints from parents in the Complaints Folder.
- Our setting manager will investigate the complaint and provide time to feedback to the parent within 28 days. A confidential written report of the investigation is kept in the child's file if the complaint relates directly to a child.



- When the complaint is resolved at this stage, we log the summative points in our Complaints Folder, which is made available to Ofsted on request.

Stage 3

- If the parent is still not satisfied, or if the complaint is about the setting manager, the setting manager is asked to forward their complaint verbally or in writing to the chair of the committee.
- If the parent is still not satisfied, then they are entitled to appeal the outcome verbally or in writing to the chair of the committee who will investigate further and respond to the parent within a further 14 days.
- 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 meeting's sign the Provider Complaints Record and receive a copy of it.
- This signed record signifies that the procedure has concluded.

Stage 4

- If at the Stage 3 meeting the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator keeps all discussions confidential. They can hold separate meetings with our staff and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice they give.

Stage 5

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

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

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- Parents can complain to Ofsted by telephone or in writing at:



Applications, Regulatory and Contact (ARC) Team, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD or telephone: 0300 123 1231

- These details are displayed on our settings notice board and website.
- If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Board.
- In these cases, both the parent and our setting are informed and our manager works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.
- The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you (available on our website) when your child was admitted to our setting. The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

Agencies

- If an individual from another agency wishes to make a formal complaint about a member of staff or any practice of the setting, it should be made in writing to our setting manager.
- The complaint is acknowledged in writing within 10 days of receiving it.
- Our setting manager investigates the matter and meets with the individual to discuss the matter further within 28 days of the complaint being received.
- An agreement needs to be reached to resolve the matter.
- If agreement is not reached, the complainant may write to the chair of the committee, who acknowledges the complaint within 5 days and reports back within 14 days.
- If the complainant is not satisfied with the outcome of the investigation, they are entitled to appeal and are referred to the owners/directors/trustees.

Records

- Legislation requires settings to keep a record of complaints and disclose these to Ofsted at inspection, or if requested by Ofsted at any other time.
- The record of complaints is a summative record only.
- A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in our Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.



Further guidance

[Complaint Investigation Record](#) (Early Years Alliance 2021)



St Matthews Pre-School Group

Transfer of Records

POL 033

This policy outlines the procedures to be followed in transferring a child's pre-school records to their school.

Date	Task	Name	Position
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
July 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
July 2022	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 033 Transfer of Records

Policy statement

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

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

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

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

Procedures

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

- Using our assessment of children's development and learning in relation to the EYFS framework, the key person will prepare a report /summary of achievements in the seven areas of learning and development.
- The information refers to:
 - any additional language spoken by the child and his or her progress in both languages;
 - any additional needs that have been identified or addressed by our setting;
 - any special needs or disability and whether early help referrals, or child in need referrals or child protection referrals, were raised in respect of special educational needs or disability, whether there is an Action Plan (or other relevant plan, such as CIN or CP, or early help) and gives the name of the lead professional.
 - whether the child is in receipt of, or eligible for EYPP or other additional funding.
- The record contains a written report by child's key worker.
- The document may be accompanied by other evidence including a drawing that the child has made plus writing of their name. We may also provide information on the child's knowledge of number and letter recognition. Paperwork passed on will depend on the requirements or preferences of the school/ Reception teacher.



- We encourage receiving schools to request that the parents share the child's Learning Journey with them as evidence of the child's stage of development.
- If there have been any welfare or protection concerns, we advise the reception class teacher / head teacher of the school (in person & in confidence).
- Parents/carers give permission on our EY Works system for Pre School to share relevant information with other settings where their children also receive education and care under The Early Years Foundation Stage Framework

Transfer of confidential safeguarding and child protection information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. We will use the forms provided by our Local Safeguarding Children Board.
- Where a CAF has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- We take the information to the school, ensuring it is addressed to the school's designated person for child protection and marked as 'confidential'.
- We complete a 'Transfer of Information Form' which is signed by both the manager of the setting and the designated person for child protection at school. We keep a copy on our files.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.

Archiving children's files

- Paper documents are removed from the child's file, taken out of plastic pockets and placed in a robust envelope, with the child's name and date of birth on the front and the date they left.
- The designated person writes clearly on the front of the envelope the length of time the file should be kept before destruction.

This is sealed and placed in an archive box and stored in a safe place i.e. a locked cabinet for three years or until the next Ofsted inspection conducted after the child has left the setting, and can then be destroyed.

- For web-based or electronic children's files, the designated person must also use the archiving procedure, and records details of what needs to be retained/destroyed. The designated person must



make arrangements to ensure that electronic files are deleted/retained as required in accordance with the required retention periods in the same way as paper based files.

- Health and safety records and some accident records pertaining to a child are stored in line with required retention periods.



St Matthews Pre-School Group

Confidentiality, Recording and Sharing Information

POL 034

This policy outlines the procedures to be followed in ensuring that the information we hold is kept confidentially and shared safely on a need to know basis.

Date	Task	Name	Position
September 2018	Policy Updated	Tracy-Anne Clancy	Pre-School Manager
September 2019	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
April 2020	Policy Reviewed	Tracy-Anne Clancy	Pre-School Manager
July 2021	Policy Reviewed	Alison Lockie	Pre-School Manager
August 2023	Policy Updated	Louise Moye	Pre-School Manager
August 2024	Policy Updated	Louise Moye	Pre-School Manager



Policy 034 Confidentiality, recording and sharing information

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

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

We recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information. In certain circumstances information is shared, for example, a child protection concern will be shared with other professionals including social care or the police, and settings will give information to children's social workers who undertake S17 or S47 investigations. Normally parents should give informed consent before information is shared, but in some instances, such as if this may place a child at risk, or a serious offence may have been committed, parental consent should not be sought before information is shared. Local Safeguarding Partners (LSP) procedures should be followed when making referrals, and advice sought if there is a lack of clarity about whether or not parental consent is needed before making a referral due to safeguarding concerns.

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

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



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

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

In our setting, the responsibility for decision-making does not rely solely on an individual, but includes input from other staff members as appropriate. We have clear guidance, policy and procedures to ensure all staff understand their information sharing responsibilities and are able to respond in a timely, appropriate way to any safeguarding concerns.

The three critical criteria are:

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

Procedures

Our procedure is based on the GDPR principles as listed above. We also follow the guidance on information sharing from the Local Safeguarding Partnership.

- Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.
- In our setting we ensure parents:
 - are made aware of our Privacy Notice (on our website) and information about our Information Sharing Policy when starting their child in the setting. They complete our EY Works Admission Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
 - have information about Safeguarding Children and Child Protection Policy (on our website); and
 - have information about the other circumstances when information will be shared with external agencies, for example, regarding any special needs the child may have, Local Authority or transition to school.
- Our staff discuss concerns about a child as part of our supervisions and any actions are recorded in the child's file.
- Our manager routinely seeks advice and support from Safeguarding Network meetings about possible significant harm.



- Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
- Our manager seeks advice if there is a need to share information without consent to disclose.
- We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
- Our guidelines for consent are part of this procedure.
- Our manager is conversant with this and is able to advise staff accordingly.

In our setting we:

- record concerns and discuss these with our designated person for child protection matters;
 - record decisions made and the reasons why information will be shared and to whom; and
 - follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.
 - Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.
 - Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.
-
- Staff discuss children's general progress and well-being together in meetings, but more sensitive information is restricted to designated persons and key persons and shared with other staff on a need-to-know basis.
 - Members of staff do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the organisation, unless in a formal and lawful way.
 - Discussions with other professionals should take place within a professional framework, not on an informal basis. Staff should expect that information shared with other professionals will be shared in some form with parent/carers and other professionals, unless there is a formalised agreement to the contrary, i.e. if a referral is made to children's social care, the identity of the referring agency and some of the details of the referral is likely to be shared with the parent/carer by children's social care.
 - It is important that members of staff explain to parents that sometimes it is necessary to write things down in their child's file and explain the reasons why.
 - When recording general information, staff should ensure that records are dated correctly and the time is included where necessary, and signed.



- Welfare/child protection concerns are recorded on a Safeguarding incident reporting form. Information is clear and unambiguous (fact, not opinion), although it may include the educator's thoughts on the impact on the child.
- Records are non-judgemental and do not reflect any biased or discriminatory attitude.
- Not everything needs to be recorded, but significant events, discussions and telephone conversations must be recorded at the time that they take place.
- Recording should be proportionate and necessary.
- When deciding what is relevant, the things that cause concern are recorded as well as action taken to deal with the concern. The appropriate recording format is filed within the child's file.
- Information shared with other agencies is done in line with these procedures.
- Where a decision is made to share information (or not), reasons are recorded.
- The setting is registered with the Information Commissioner's Office (ICO). Staff are expected to follow guidelines issued by the ICO, at <https://ico.org.uk/for-organisations/guidance-index/>
- Additional guidance in relation to information sharing about adults is given by the Social Care Institute for Excellence, at www.scie.org.uk/safeguarding/adults/practice/sharing-information
- Staff should follow guidance including Working Together to Safeguard Children (DfE 2018); Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2018 and What to do if you're Worried a Child is Being Abused (HMG 2015)

Confidentiality definition

- Personal information of a private or sensitive nature, which is not already lawfully in the public domain or readily available from another public source, and has been shared in a relationship, where the person giving the information could reasonably expect it would not be shared with others.
- Staff can be said to have a 'confidential relationship' with families. Some families share information about themselves readily; members of staff need to check whether parents regard this information as confidential or not.
- Parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has confided in.
- Information shared between parents in a group is usually bound by a shared agreement that the information is confidential and not discussed outside. The setting manager is not responsible should that confidentiality be breached by participants.



- Where third parties share information about an individual; staff need to check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.
- Information shared is confidential to the setting.
- Educators ensure that parents/carers understand that information given confidentially will be shared appropriately within the setting (for instance with a designated person, during supervision) and should not agree to withhold information from the designated person or their line manager.

Breach of confidentiality

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

Exception

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



- is there another equally effective means of achieving the same aim?
- is sharing necessary to prevent/detect crime and uphold the rights and freedoms of others?
- is the disclosure necessary to protect other vulnerable people?

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

Obtaining consent

Consent to share information is not always needed. However, it remains best practice to engage with people to try to get their agreement to share where it is appropriate and safe to do so.

Using consent as the lawful basis to store information is only valid if the person is fully informed and competent to give consent and they have given consent of their own free will, and without coercion from others. Individuals have the right to withdraw consent at any time.

You should not seek consent to disclose personal information in circumstances where:

- someone has been hurt and information needs to be shared quickly to help them
- obtaining consent would put someone at risk of increased harm
- obtaining consent would prejudice a criminal investigation or prevent a person being questioned or caught for a crime they may have committed
- the information must be disclosed regardless of whether consent is given, for example if a Court order or other legal obligation requires disclosure

NB. The serious crimes indicated are those that may harm a child or adult; reporting confidential information about crimes such as theft or benefit fraud are not in this remit.

- Settings are not obliged to report suspected benefit fraud or tax evasion committed by clients, however, they are obliged to tell the truth if asked by an investigator.
- Parents who confide that they are working while claiming should be informed of this and should be encouraged to check their entitlements to benefits, as they it may be beneficial to them to declare earnings and not put themselves at risk of prosecution.

Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential as outlined in our Privacy Notice. Parents have a right



to be informed that we will seek their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

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

Separated parents

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



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

Age for giving consent

- A child may have the capacity to understand why information is being shared and the implications. For most children under the age of eight years in a nursery or out of school childcare context, consent to share is sought from the parent, or from a person who has parental responsibility.
- Young persons (16-19 years) are capable of informed consent. Some children from age 13 onwards may have capacity to consent in some situations. Where they are deemed not to have capacity, then someone with parental responsibility must consent. If the child is capable and gives consent, this may override the parent's wish not to give consent.
- Adults at risk due to safeguarding concerns must be deemed capable of giving or withholding consent to share information about them. In this case 'mental capacity' is defined in terms of the Mental Capacity Act 2005 Code of Practice (Office of the Public Guardian 2007). It is rare that this will apply in the context of the setting.

Ways in which consent to share information can occur

- Policies and procedures set out the responsibility of the setting regarding gaining consent to share information, and when it may not be sought or overridden.
- Information in leaflets to parents, or other leaflets about the provision, including privacy notices.
- Consent forms signed at registration (for example to apply sun cream).
- Notes on confidentiality included on every form the parent signs.
- Parent signatures on forms giving consent to share information about additional needs, or to pass on child development summaries to the next provider/school.

Further guidance

[Working Together to Safeguard Children](#) (DfE 2018)

[Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) (HMG 2018)

[What to do if you're Worried a Child is Being Abused](#) (HMG 2015)

[Mental Capacity Act 2005 Code of Practice](#) (Office of the Public Guardian 2007)





St Matthews Pre-School Group

Whistleblowing

POL 035

This policy outlines the procedures to be followed in the event that a member of staff has concerns about the behaviour of another member of staff or procedures at the setting.

Date	Task	Name	Position
August 2024	Policy Created	Louise Moye	Pre-School Manager



Policy 035 Whistleblowing

What is whistleblowing?

Whistleblowing is when one colleague reports another for an alleged wrongdoing. This can be an employee, volunteer or student. Typically, that concern will be related to something that has happened at work; it should always be in the public interest. As a whistle-blower you're protected by law - you should not be treated unfairly or lose your job because you 'blow the whistle'. You can raise your concern at any time about an incident that happened in the past, is happening now, or you believe will happen in the near future.

Complaints that count as whistleblowing

- A criminal offence
- Failure to comply with any legal obligation, for example not having the correct insurance
- A miscarriage of justice
- Threats/risks to the welfare, health or safety of a child or adult and/or environment
- Poor practice, unsafe practice, abuse or neglect
- Breaches of Pre School policies or procedures
- Any other behaviour that could harm the Pre School reputation or the well-being of children
- Deliberate concealment a wrongdoing or of information about any of the above

Complaints that do not count as whistleblowing (according to government)

- Personal grievances (for example bullying, harassment, discrimination) are not covered by whistleblowing law, unless your particular case is in the public interest.

However, these would still be expected to be reported to management and if not resolved, the Chair of the Committee.

For further help and advice on resolving a work place dispute, contact the Advisory, Conciliation and Arbitration Service (Acas).

Aims of the Policy

- Encourage employees to feel confident in raising concerns and questioning practices
- Provide a clear process for raising concerns confidentially and receiving feedback on actions taken
- Reassure employees that they are protected from retaliation or victimisation when they raise concerns in good faith



- Ensure that concerns are responded to promptly, with information on how to pursue concerns if outcomes are unsatisfactory

Procedures

- Any employee or volunteer who has concerns about malpractice or misconduct should report the issue to their supervisor or manager. Concerns will be investigated thoroughly and resolved as quickly as possible.
- Concerns can be reported verbally or in writing, and should include information about the malpractice and reasons for concern.
- The whistle-blower may nominate a colleague to be present during meetings in connection with the concerns raised.
- If an employee feels uncomfortable discussing the issue with their immediate manager, they can escalate the concern to the Chair of the Committee.
- If the whistle-blower is not satisfied with the outcome of the internal investigation, or do not feel comfortable discussing it within the organisation, they can contact **Ofsted**.

Reporting to External Bodies

If an employee feels that their concern is not appropriately handled internally, they may contact Ofsted through:

Email: whistleblowing@ofsted.gov.uk

Phone: 0300 123 1231

Protection for Whistle-blowers

Employees are encouraged to speak up, even if they are unsure about their concern. St Matthew's Pre School upholds the belief that it is better to raise potential issues than to allow serious problems to persist. Employees who raise concerns in good faith will be protected from any form of harassment, victimisation, or personal detriment as a result of whistleblowing. The Pre School will take necessary steps to ensure the safety and well-being of whistle-blowers. Any attempts to subject whistle-blowers to reprisals will not be tolerated.

Employees are encouraged to act in the best interest of the Pre School and those it serves. Raising concerns responsibly will never be penalised.

Confidentiality



Concerns raised will be treated confidentially, and the identity of the whistle-blower will be protected as far as possible. The Pre School will not disclose the whistle-blower's identity without their consent, unless legally required to do so.

Related Policies

This whistleblowing policy should be read in conjunction with other relevant policies, including:

- Safeguarding Policy
- Complaints Procedure