

# Safeguarding and Child Protection policy Holden Park Pre-school



Southborough, Tunbridge Wells

This policy will be reviewed at least annually or following any updates to national and local guidance and procedures

	Name	Contact information
Designated Safeguarding Lead (DSL)	Livia Osan	<a href="mailto:admin@holdenparkpre-school.org.uk">admin@holdenparkpre-school.org.uk</a> 01892520626
Registered person Manager	Tope Egoh Livia Osan	07969300090 01892520626

## **SAFEGUARDING**

SAFEGUARDING  
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CAMERAS AND MOBILE PHONES POLICY  
E-SAFETY AND SAFEGUARDING

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ALLERGIES AND ALLERGIC REACTIONS  
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PAYMENT OF FEES POLICY

Date written: Sept 2022

Date of last update: Sept 2022

Agreed and ratified by Tope Egoh

Next date of review: August 2023

NON PAYMENT OF FEES POLICY  
ICT AND INTERNET SAFETY POLICY  
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WHISTLEBLOWING  
POLICY ON EXPECTANT MOTHER (STAFF

## **Amendments :**

1. Staff absence/sickness policy
2. Lockdown policy
3. Transition to school/nursery policy

Date written: Sept 2022

Date of last update: Sept 2022

Agreed and ratified by Tope Egoh

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# Safeguarding



**Children, Young People and Education Directorate**

**Education Safeguarding Team**

**Child Protection Policy  
for Schools**

**September 2022**

**based on Keeping Children Safe in Education DfE guidance September 2022**

# Holden Park School **Child Protection Policy**



## **Key Contact Personnel in School**

Designated Safeguarding Lead:

Name: Tope Egoh

Role: Director/Owner

Designated Safeguarding Lead(s):

Name: Livia Osan

Role: Manager

**This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.**

**This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.**

Date written: (September 2022)  
Yearly review henceforth

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# What to do if you have a welfare concern in Holden Park

## Why are you concerned?

- Disclosure: Information from external agencies
- Child's appearance – May appear unkempt, continuous lice infections
- Behavior change: Child may appear withdrawn
- Witnessed concerning behavior
- Does not respond to parent's presence or absence
- Reaches developmental milestones late with no medical reason
- Significantly underweight but eats well when given food

## Immediately record your concern

- Reassure the child
- Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
- Use child's own words
- Sign and date your records
- Seek support from Tope / Livia
- All concerns should be escalated to DSL available

## Inform the Designated Safeguarding Lead Tope and Livia

### Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCB Threshold document and procedures: [www.kscb.org.uk](http://www.kscb.org.uk)
- Refer to other agencies as appropriate e.g. LADO, Police, Early Help Notification Form or Inter-Agency Referral Form
- If unsure then consult with Area Education Safeguarding Adviser [Rebecca Avery 03000415797, 07789968705](mailto:Rebecca.Avery@kscb.org.uk) or local Authority Social Worker at the front door.

### If you are unhappy with the response

#### Staff:

- Seek advice from the Education Safeguarding Team Clair Ray 03301651200 [Rebecca Avery 03301651110](mailto:Rebecca.Avery@kscb.org.uk), [Robin Brivio 03301651200](mailto:Robin.Brivio@kscb.org.uk), [Online safety 03301651500](mailto:Online.safety@kscb.org.uk)
- Follow Whistleblowing Procedures (policies found in staff room, copy also on toilet door)

#### Pupils and Parents:

- Follow setting complaints procedures.

## Record decision making and action taken in the child's child protection/safeguarding file

### Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

### Review and Re-refer (if necessary)

Early help, Social Services

At all stages the child's circumstances will be kept under review

The DSL/Staff will re-refer if required to ensure the **child's safety** is **paramount**



‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right’. Early Years Foundation Stage (EYFS) 2021.

## 1. Introduction and Ethos

- **Holden Park** is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. **Holden Park** recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work.
- **Holden Park** recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, support, protection and justice.
- Our school core safeguarding principles are:
  - That schools are an important part of the wider safeguarding system for children.
  - It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern
  - All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
  - All children have a right to be heard and to have their wishes and feelings considered
  - All staff understand safe professional practice and adhere to our code of conduct and other associated policies
  - All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance.
- There are four main elements to our safeguarding policy
  - **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
  - **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
  - **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
  - **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).
- The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

## 2. Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
  - DfE guidance Keeping Children Safe in Education 2021 (KCSIE)
  - Working Together to Safeguard Children 2018 (WTSC)
  - Ofsted guidance ‘Inspecting safeguarding in early years, education and skills’ (2016)
  - Framework for the Assessment of Children in Need and their Families (2000)
  - Kent and Medway Safeguarding Children Procedures (Online, 2016)

- Early Years and Foundation Stage Framework 2021 (EYFS)
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

### 3. Definition of Safeguarding

- “Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Inspecting safeguarding in early years, education and skills, Ofsted, September 2018)
- All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.
- The school acknowledges that this policy will incorporate a range of specific safeguarding issues including (but not limited to):
  - Bullying (including cyberbullying)
  - Children Missing Education (CME)
  - Child missing from home or care
  - Child Sexual Exploitation (CSE)
  - Domestic violence
  - Drugs and alcohol misuse
  - Fabricated or induced illness
  - Faith abuse
  - Female Genital Mutilation (FGM)
  - Forced marriage
  - Gangs and youth violence
  - Gender based abuse and violence against women and girls
  - Hate
  - Honour based abuse
  - Mental health
  - Missing children and adults
  - Online safety
  - Prevent duty (radicalisation and extremism)
  - Private fostering
  - Relationship abuse
  - Human trafficking and modern slavery
  - Youth produced sexual imagery or “Sexting”

(Also see Annex A within “Keeping children safe in education” 2016 and Appendix 3)

- Every member of staff at [Holden Park](#) recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

## 4. Related Safeguarding Policies

- We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:
  - Behaviour Management, linked to the Use of Physical Intervention
  - Searching, screening and confiscation
  - Online Safety and Social Media
  - Anti-Bullying
  - Data Protection and Information Sharing
  - Image Use
  - Drugs
  - Sex Education
  - Personal and Intimate Care
  - Health and Safety
  - Attendance (Children Missing Education)
  - Risk Assessments (e.g. school trips, use of technology)
  - First Aid and Accidents
  - Managing Allegations Against Staff
  - Code of Conduct for Staff (including Acceptable Use of Technology/AUP)
  - Safer Recruitment
  - Whistle-Blowing

### Supporting Guidance (to be read and followed alongside this document)

- Teachers Standards 2012
- "Safeguarding Disabled Children – Practice Guidance" - DOH, 2009
- "Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings" - Safer Recruitment Consortium, October 2015
- "What to do if you are worried a child is being abused" – DfE, March 2015
- KSCB document: "Safe Practice with Technology – Guidance for Adults who Work with Children and Young People"
- KCC Safeguarding Children and Child Protection – "Induction Leaflet Guidelines for School Staff"
- KCC Guidelines for "Safeguarding Record Keeping in Schools"
- KCC Advice notes - "Dealing with Disclosures in School"
- Early Years Foundation Stage 2017 Welfare Requirements

Safe guarding and health and safety policies can be found in the staff room, parents can also access selected policies for downloading on the school's website [www.holdenparkpre-school.org](http://www.holdenparkpre-school.org). others can be requested for from the school office.

## 5. Key Responsibilities

- Everyone who comes into contact with children and their families has a role to play in safeguarding children.
- The management have read and will follow KCSIE 2021.
- The school has a nominated a lead for safeguarding named on the front of this document. The nominated leads will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and

structures supporting safeguarding children are reviewed at least annually.

- The Leadership Team will ensure that the DSL(s) is properly supported in this role at a time and resource level.

### 5.1 Designated Safeguarding Lead (DSL)

- The school has appointed a member of the leadership team [Livia Osan](#) as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by the Kent Safeguarding Children Board. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods training, conferences at regular intervals, at least annually, to keep up with any developments relevant to their role.
- The school will appoint additional staff to deputise for the DSL. Deputy DSL will attend appropriate training which enables them to fulfil this role. Whilst the activities of the Designated Safeguarding Lead may be delegated to the deputy, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.
- **It is the role of the DSL to:**
  - Act as the central contact point for all staff to discuss any safeguarding concerns
  - Maintain a confidential recording system for safeguarding and child protection concerns
  - Coordinate safeguarding action for individual children
    - In the case of Children in Care, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher).
  - Liaise with other agencies and professionals in line with Working together to safeguard children
  - Ensure that locally established procedures are followed and making referrals to other agencies, including Early Help and Specialist Childrens Services (SCS) as necessary
  - Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
  - Manage and monitor the school's part in Early Help / Child in Need / Child Protection plans
  - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
  - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within EYFS (2021).
- Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2016, part two.

### 5.2 Members of Staff

- **All members of staff have a responsibility to:**
  - provide a safe environment in which children can learn
  - ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience
  - identify and recognise children who may be in need of early help, who are suffering, or are likely to suffer significant harm

- provide help for children, where appropriate and reasonable
  - take appropriate action to prevent safeguarding concerns escalating and work with other services as needed
  - safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
  - be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy)
  - maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
  - respond to and refer any concerns about children or other members of the community in accordance with this policy
  - Contribute towards, read and adhering to the school policies
- All members of staff in [Holden Park](#) know what to do if a child tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child. See appendix 4 for advice for staff on responding to safeguarding concerns.
  - **The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead(s).**

### 5.3 Children and Young People

- **Children and young people (pupils) have a responsibility to:**
  - Contribute to the development of school safeguarding policies
  - Read and adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures
  - Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
  - Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

### 5.4 Parents and Carers

- **Parents/carers have a responsibility to:**
  - Read the relevant school/policies and procures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
  - Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
  - Identify changes in behaviour which could indicate that their child is at risk of harm online
  - Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern
  - Contribute to the development of the schools safeguarding policies
- A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures.
- Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school website [www.holdenparkpre-school.org](http://www.holdenparkpre-school.org).

## Child Protection Procedure

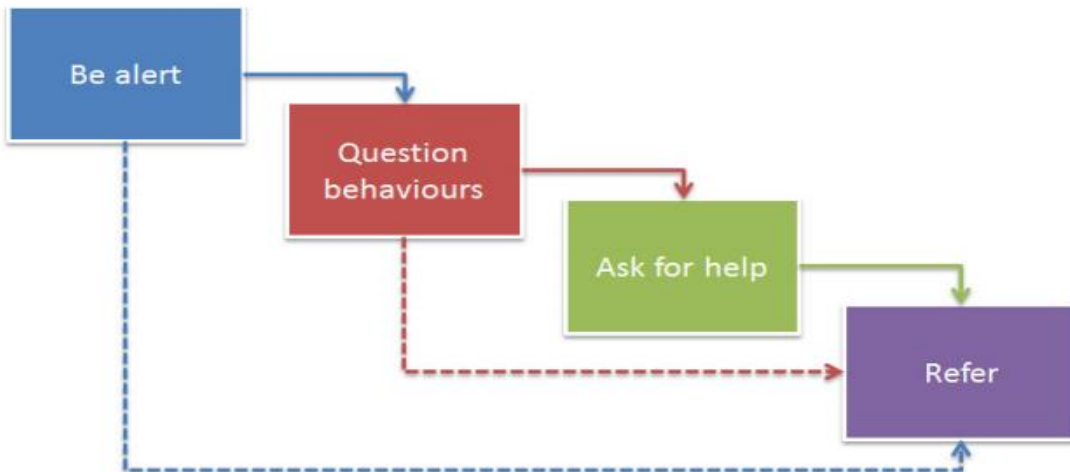
### 6. Recognition and Types of Abuse and Neglect

- All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect
- The most up to date definitions and possible indicators and signs of abuse are found in Appendix 2. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in education' 2016 (see appendix 5) and 'What to do if you are worried a child is being abused' 2015.
- All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.
- Members of staff are aware that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. For example children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown or in some cases unidentifiable individuals. In the case of honour based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.
- Abuse and neglect can happen over a period of time but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviors' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behavior's; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

### 7. Safeguarding and Child Protection Procedures

- [Holden park](#) adheres to the KSCB Safeguarding Children Procedures (Online, April 2016). The full KSCB procedures and additional guidance relating to specific safeguarding issues can be found on the KSCB website [www.kscb.org.uk](http://www.kscb.org.uk)
- Additional guidance for staff includes
  - **'What to do if you are Worried About a Child Being Abused' (DfE 2015)**

- **Information Sharing advice for safeguarding practitioners (2015)**
- **Kent and Medway Inter-Agency Threshold Criteria for Children in Need**
- **The Assessment Framework for Children in Need and their Families (2000)**
- These documents can be found in the **staff room**.
- ‘What to do if you are worried about a child being abused’ (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.
- All members of staff are expected to be aware of and follow this approach:



- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children’s social care and/or the police.
- **The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**
- It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.
  - To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser from the Education Safeguarding Team and/or the Education Safeguarding Adviser (Online Protection) for online safety concerns.
  - Advice may also be sought from the Early Help Triage Team. **Note – this process is currently under review and therefore may change.**
  - Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.
- All members of staff are made aware of the Early Help process, and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- If Early Help is assessed to be appropriate then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all Early Help cases under constant review and will give consideration to making a referral to SCS if the situation doesn’t appear to be improving for the child.

- New referrals to services will be made using the agreed Kent process i.e. the Early Help Notification form or Inter-Agency Referral Form for referrals to SCS. These will be made with reference to the Kent Interagency Threshold Criteria for Children in Need (KSCB). In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the Central Duty Team. Concerns for children who are already known to services will be passed to the allocated worker / team.
- All members of staff are aware of the process for making referrals to SCS for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- **In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a referral to Specialist Children’s Services being necessary, parents/carers will be informed and consent to this will be sought, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm to would undermine a criminal investigation.**
- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguards Team (03301 651 200). If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguarding Team or Specialist Children’s Services who may be able to discuss the concern and provide advice on appropriate action to be taken.
- If after a referral a child’s situation does not appear to be improving, then the DSL (or the person that made the referral) will request reconsideration to ensure that the settings concerns have been addressed and, most importantly, that the child’s situation improves. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

## **8. Recording Concerns.**

- Staff will record any welfare concern that they have about a child on the setting’s safeguarding incident/concern form (with a body map if injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child’s words and will be signed and dated by the member of staff.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- **Incident/Welfare concern forms are kept *in the nursery’s office***
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data



protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools".
  - All Staff **WILL** familiarise themselves with the responsibilities as outlined in this document. [www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance) *copy is also in the staff room*

## 9. Multi-agency Working

- **Holden Park** recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC), both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.
- Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.
- **Holden Park** recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.
- The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

## 10. Confidentiality and Information Sharing

- **Holden park** recognises that all matters relating to child protection are **confidential**. The Manager or the DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues which have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in appendix 4.
- DfE Guidance on Information Sharing (March 2015) provides further detail this document can be found in the staff room.
- If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the Education

Safeguarding team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

## 11. Complaints

- The school has a **Complaints Procedure** available to parents, pupils/students and members of staff who wish to report concerns. This can be found **the staff room, website and notice board**.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations against Staff policy**. This can be found **in staff room**.

### Policies and Procedures.

- The DSL has overall responsibility for online safety within the setting but will liaise with other members of staff, for example the room leader and Sen co as necessary.
- The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including our anti-bullying, social media and behaviour policies.
  - \*Internal sanctions and/or support will be implemented as appropriate.
  - \*Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

- Holden Park Pre-school and Out of school club uses a wide range of technology. This includes computers, laptops, tablets, the internet, the smart TV and email systems .

\*All setting owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

- Holden Park Pre-school and out of school club recognises the specific risks that can be posed by mobile and smart technology, including mobile phones, cameras and wearable technology. In accordance with the EYFS 2021, Holden Park Pre-school and out of school has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community. These policies can be found in the policy folder in the office, kitchen, folder on desktop and on website.

### Appropriate Filtering and Monitoring.

*The UK server internet Centre has published guidance as to what “appropriate” filtering and monitoring might look like.*

- Holden Park Pre-school and out of school club will do all we reasonably can do to limit staff and children’s exposure to online risks through setting provided IT systems and will ensure that appropriate filtering and monitoring systems are in place.
- If children or staff discover unsuitable sites or material, they are required to; turn off monitor/screen, report the concern immediately to Livia Osan or Tope Egoh, report the URL of the site to Livia Osan.

\*All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.

\*Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.

\*Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the **Internet Watch Foundation** and the Police.

\*when implementing appropriate filtering and monitoring, Holden Park Pre-school and Out of school club will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

- Holden Park Pre-school and Out of school club acknowledges that whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety.  
\*Children's interest and technology use will be directly supervised by staff.  
\*Children will be directed to use age appropriate online resources and tools by staff.

### **Information Security and Access Management.**

- Holden Park Pre-school and out of school club is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and children. Further information can be found in the GDPR, acceptable use policies and online safety policy.
- Holden Park Pre-school and out of school club will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

### **Staff Training.**

- Holden Park Pre-school and out of school club will ensure that all staff receive safety training as part of induction and that ongoing online safety training and update for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach.

### **Educating Learners.**

- Holden Park Pre-school and out of school club will ensure a comprehensive response is in place to enable children to learn about and manage online risks effectively as part of providing a broad and balanced age appropriate curriculum.

*DSLs and managers may find it helpful to access UK council for Internet Safety (UKCIS) 'Education for a Connected World Framework. and DfE 'Teaching online safety in school' guidance.*

### **Working with Parents/Carers.**

- Holden Park Pre-school and out of school club will build a partnership approach to online safety and will support parents/carers to become aware and alert of their potential online benefits and risks for children by:  
\*Providing information on our setting website and through existing communication channels (such as newsletters and emails), offering specific online safety leaflets.

### **Staff Engagement and Expectations.**

## **12. Staff Induction, Awareness and Training**

- All new staff members (including temporary staff) will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:
  - **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
  - **Respond** appropriately to safeguarding issues and act in line with this policy
  - **Record** concerns in line with the school policies
  - **Refer** concerns to the DSL and be able to seek support external to the school if required

- All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates training, and email updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including temporary staff) will also be made aware of the nursery's expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.
- The school recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for all staff to contribute to and shape safeguarding arrangements and the safeguarding policy. Other safeguarding policies, for example the school Code of Conduct and Acceptable Use Policy, are also sent to staff for their feedback before ratification by the Governing Body.
- The DSL and the manager will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

### 13. Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.
- Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's **Behaviour Management and Physical Intervention Policies**, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.
- Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings** (2015) which can be found *in the staff room/office/staff intranet/network etc.*
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings**, the school's **Online Safety Policy** and **Acceptable Use Policy** and **Safe Practice with Technology – Guidance for Adults who Work with Children and Young People**.

### 14. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

- All new staff including newly qualified practitioners and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including safeguarding concerns.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
  - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
  - Staff are able to creating an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role
  - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly. Further information about a range of supporting organisations can be found in appendix 5.

## 15. Safer Recruitment

- [Holden Park](#) is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority.
- The Governing Body and Leadership Team are responsible for ensuring that the nursery follows safe recruitment processes outlined within guidance, including an application form, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role and appropriate pre-appointment checks.
- [Holden Park](#) is responsible for ensuring that the nursery maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and Governors and includes appropriate recruitment information such as:
  - Dates of recruitment;
  - References;
  - Identity checks;
  - Criminal records check reference number, including date check was obtaining and details of who obtained it;
  - Eligibility to work in the UK checks;
  - Other essential key data.
- The Governing Body will ensure that the Manager and other senior staff responsible for recruitment complete accredited Safer Recruitment Training in line with government requirements. Best practice would also suggest that at least one member of the Governing Body would also complete Safer Recruitment Training to ensure a trained panel member is available for the manager recruitment.
- The manager will apply appropriate judgement regarding the need to supervise and escort visitors and will provide them with appropriate safeguarding information.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Additionally, we

make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.

## 16. Allegations Against Members of Staff and Volunteers

- **Holden Park** recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the manager who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the manager/senior staff then staff are advised that allegations should be reported directly to the LADO.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- All members of staff are made aware of the nursery's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- **Holden Park** has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our nursery, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.
- For specific guidance on how to respond to allegations against staff, please refer to the **"Procedures for Managing Allegations Against Staff" and Whistle Blowing Policy** which can be found **in the staff room**.

### When in doubt - Livia

## 17. Peer on Peer Abuse (Allegations of abuse made against other children)

- All members of staff at **Holden Park** recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- **Holden Park** believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 7, above and in accordance with Kent Safeguarding Children Board procedures.
- **Holden Park** is aware of the potential gender issues that can be prevalent when dealing with peer on peer abuse including but not limited to, being sexually touched/assaulted or being subject to initiation/hazing type violence.

- Further information about the school's response to specific allegations of abuse against pupils can be located in **behaviour, anti-bullying, online safety policies**.
- The school will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (such as Kent Police, ChildLine etc.).
  - Further information can be found in **(list relevant policies e.g. PSHE, Citizenship, Sex and Relationships Education, Computing etc.)**
- Pupils who have been experienced peer on peer abuse will be supported by:
  - Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
  - Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
  - Providing reassurance and continuous support
  - Working with the wider community and local/national organisations to provide further or Specialist advice and guidance
- Pupils who are alleged to have abused other pupils will be helped by:
  - Discussing what happened, establishing the specific concern and the need for behaviour to change
  - Informing parents/carers to help change the attitude and behaviour of the child
  - Providing appropriate education and support
  - Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
  - Speaking with police or other local services (such as early help or children's specialist services) as appropriate
- **Holden Park** is aware of and will follow the KSCB procedures ([www.kscb.org.uk](http://www.kscb.org.uk)) for supporting children who are at risk of harm as a result of their own behaviour.

### **Child on Child Sexual Violence or Harassment.**

- When responding to concerns relating to child on sexual violence or harassment, Holden Park Pre-school and Out of school club will follow the guidance outlined in part 5 of KCSIE 2021 and the DfE '**Sexual Violence and Sexual Harassment Between Children in Schools and Colleges**'.
- Holden Park Pre-school and Out of school club recognises sexual violence and sexual harassment can occur between two children of any age and sex. It occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.
- All victims of sexual violence or harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or harassment or be made to feel ashamed for making report.
- When there has been a report of sexual violence or harassment, the DSL will make an immediate risk

and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

\*The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, apprentices and staff and any actions required to protect them.

- Reports will initially be managed internally by the setting and where necessary will be referred to integrated Children's Services and/or the Police.  
\*The decision making and required actions taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children, adult students or setting staff, and, any other related issues or wider context.
- If at any stage the DSL is unsure how to proceed, advice will be sought from the Education Safeguarding Service.

### **Nude and/or Semi-Nude Image Sharing by Children.**

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of 18. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex.

[The UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance](#) outlines how all educational settings should respond to incidents and should be read and understood by DSLs working with age groups, not just older learners.

- Holden Park Pre-school and Out of school club recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
- When made aware of concerns involving consensual and non-consensual sharing of nudes or semi-nude images and/or videos by children, staff are advised to:

\*Report any concerns to the DSL immediately.

\*Never view, copy, print, share store or save the imagery, or ask a child to share or download it -this may be illegal. If staff have already viewed the imagery by accident, this will be immediately reported to the DSL.

\*Not delete the imagery or ask the child to delete it.

\*Not say or do anything to blame or shame any children involved.

\*Explain to child(ren) involved that they will report the issuer to DSL and reassure them that they will receive appropriate support and help.

\*Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.

- DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) and the local KSCMP guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes



and semi-nude images and/or videos:

\*the DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.

\*parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.

\*All decisions and action taken will be recorded in line with our child protection procedures.

\*a referral will be made to ICS and/or the police immediately if:

a. the incident involves an adult (over 18).

b. there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.

c. the images/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.

d. a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.

\* The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.

\* If DSL are unsure how to proceed, advice will be sought from the Education Safeguarding Service.

### **Supporting Children Potentially at Greater Risk of Harm.**

Whilst all children should be protected, some groups of children are potentially at greater risk of harm.

## **18. Safeguarding Children with Special Educational Needs and Disabilities**

- [Holden Park](#) acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.
- [Holden Park](#) will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

### **Children Requiring Mental Health Support**

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

### **Children who need a social worker.**

- The DSL will hold details of social workers working with children in setting so that decisions can be made in the best interest of the child's safety, welfare, and educational outcomes.
- Where children have a social worker, this will inform setting decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

### **Looked after children, previously looked after children and care leavers.**

- Holden Park Pre-school and out of school club recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a precisely looked after child also potentially remains vulnerable.
- Where a child is looked after, the DSL will hold details of the social worker and the name of the virtual school head in the authority that looks after the child.
- Where the setting believes a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for lives with an aunt who is not a relative for 28 days or more) we have a duty to recognize these arrangements and inform the local Authority via the front door.

## **19. Online Safety**

- It is recognised by [Holden Park](#) that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.
- Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safeguarding within the school.
- [Holden Park](#) identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
  - **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.
- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2016.
- [Holden park](#) recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2016 and EYFS 2017 and has appropriate policies in place that are shared and understood by all members of the school community. Further information reading the specific approaches relating to this can be found in the schools **Online Safety Policy, Acceptable Use Policy** and **Image Use Policy** which can be found **staff room and website**
- [Holden Park](#) will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision further details can be found in our e-safety policy.
- The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.

- **Holden Park** acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within the school **Online Safety Policy** which can be found in *the staff room/ school office/ school website etc.*
- **Holden Park** will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.
- Detailed information about the school's response to online safety can be found in the school's **Online Safety Policy and Acceptable Use Policies** which can be found **in the staff room/ school office/ school website etc.**

*A template Online Safety Policy for DSLs and leaders can be found at [www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/e-safety](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/e-safety)*

## **20. Curriculum and Staying Safe**

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- **Holden Park** will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety.
- Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, online safety, gender based violence/sexual assaults and 'sexting'.
- Systems have been established to support the empowerment of children to talk to a range of staff. Children at **Holden Park** will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.
- Specific systems outside of expected day to day interaction and support will include: This might include:
  - **School/Student Council**
  - **Listening posts/benches**
  - **Worry boxes**
  - **Buddy and peer-mentoring systems**
  - **Peer mediation**
  - **PSHE events**
  - **Regular feedback questionnaires with groups of children**
  - **Specific BULLYING POLICY (cross reference here)**

- SEAL
- Kidscape programme
- Think U Know, Childnet, Digital Literacy Scheme of work etc.

### **Opportunities to teach Safeguarding.**

- Holden Park Pre-school and out of school club recognises that children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Our setting will provide a welcoming, safe, and stimulating environment where children can enjoy learning and grow in confidence.
- We recognise that early years setting play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour ; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Holden Park Pre-school and out of school will provide age appropriate educational opportunities to enable early years children to develop self-awareness, self-esteem, social and emotional understanding, assertiveness, and decision making so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.
- Holden Park Pre-school and out of school club recognise that one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- Systems have been established to support the empowerment of children to talk to a range of staff. Children at Holden Park Pre-school and out of school club will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

### **Physical Safety.**

- Staff will be made aware of the behaviour management and physical intervention policies, and any physical interventions and/or use of reasonable force must be in line with our agreed policy and procedures and national guidance.

## **21. The Use of School Premises by Other Organisations**

- Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.
- If this assurance is not achieved then an application to use premises will be refused.

## **22. Site Security**

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

## 23. Monitoring and Review

- All nursery staff (including temporary staff and volunteers) will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the Governing Body being formally sought. The policy will also be available to parents/carers.
- This policy has been written in May 2018 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.
- The policy forms part of our school development plan and will be reviewed annually.
- All staff should have access to this policy and sign to the effect that they have read and understood its contents.
- The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

## 24. Local Support

- All members of staff in [Holden Park](#) are made aware of local support available
  - **Contact details for Area Safeguarding Adviser (Education Safeguarding Team)**
    - [Insert local details here: www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts)

*It is recommended that schools include up-to-date and specific contact details for the Area Safeguarding Adviser and admin staff.*

- **Contact details for Online Safety in the Education Safeguarding Team**
  - Rebecca Avery, Education Safeguarding Adviser (Online Protection):
  - Ashley Assiter, e-Safety Development Officer
  - 03000 415797
  - Online safety guidance from education safeguarding services
- **Contact details for the LADO**
  - Telephone: 03000 410888
  - Email: [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)
- **Childrens Specialist Services**
  - Central Duty Team: 03000 411111
  - Out of Hours Number: 03000 419191
- **Early Help and Preventative Services**
  - [earlyhelp@kent.gov.uk](mailto:earlyhelp@kent.gov.uk)
  - 03000 419222

- **Kent Police**
  - 101 (or 999 if there is an immediate risk of harm)
  
- **Kent Safeguarding Children Board (KSCB)**
  - [kscb@kent.gov.uk](mailto:kscb@kent.gov.uk)
  - 03000 421126

*Schools may wish to include other local points of contact such as local Kent Police contacts, Early Help Teams etc.*

## **Appendix 1: Categories of Abuse**

**All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of 'Keeping children safe in education' 2016 and staff who have direct contact with pupils should also read annex A.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Signs that MAY INDICATE Sexual Abuse**

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Signs that MAY INDICATE physical abuse**

- Bruises and abrasions around the face
- Damage or injury around the mouth

- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

#### **Signs that MAY INDICATE emotional abuse**

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **Signs that MAY INDICATE neglect.**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing

- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

## Appendix 2: Specific Safeguarding Issues (Also See Annex A of Keeping Children Safe in Education 2016)

### Children Missing Education

Holden Park recognises that all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Holden Park is aware that a child going missing from education is a potential indicator of abuse or neglect.

Holden Park has a procedure in place for responding to unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. For further information, please access the school's policy and procedures regarding **attendance** and **inclusion**.

### Child Sexual Exploitation (CSE)

All Holden Park staff at have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017.

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

*'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'*

Holden Park identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Every member of staff Holden Park recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

### Serious Violence.



- All staffs are made aware of the indicators which may signal children are at risk or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.
- Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns.
- The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

### **'Honour based' violence**

Members of staff at Holden Park are aware that 'Honour-based' violence (HBV) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

The indicators of HBV and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>). The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes:

- "FGM The Facts": [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/482799/6\\_1587\\_HO\\_MT\\_Updates\\_to\\_the\\_FGM\\_The\\_Facts\\_WEB.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf)
- "FGM an Overview:" <http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>

*If other resources are used by the setting, please include them here.*

All members of staff will follow the school and KSCB procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

### **Female Genital Mutilation (FGM) mandatory reporting duty**

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

[Summary of the FGM mandatory reporting duty](#)

## Forced Marriage

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

## Radicalisation

Holden Park Pre-School recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

Holden Park Pre-School will ensure all members of staff complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. This could include the NCALT e-Learning [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html) or Home Office training on Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>. The DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff at Holden Park Pre-School recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at Holden Park Pre-School will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to radicalisation and extremism online can be found in the schools Online Safety Policy.

## Appendix 3: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

### 1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

### 2. Respond

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. "It will be alright now"
- **Do not promise confidentiality;** you have a duty to refer
- Reassure and alleviate guilt, if the pupil refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

### 3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- **Do** ask open "TED" questions; Tell, explain, describe
- Do not criticise the perpetrator; the pupil may have affection for him/her

- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

#### **4. Record**

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

#### **5. Remember**

- Contact the Designated Safeguarding Lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- KSCB: [www.kscb.org.uk](http://www.kscb.org.uk)

#### **6. Relax**

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

### **Appendix 4: National Support Organisations**

#### **Support for staff**

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

#### **Support for Pupils**

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)

#### **Support for adults**

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- NAPAC (National Association for People Abused in Childhood): [napac.org.uk](http://napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)

#### **Support for Learning Disabilities**

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

#### **Domestic Abuse**

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)

- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadvice.org.uk](http://www.mensadvice.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)

### **Honour based Violence**

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

### **Sexual Abuse and CSE**

- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)

### **Online Safety**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Parents Info: [www.parentinfo.org](http://www.parentinfo.org)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)
- ParentPort: [www.parentport.org.uk](http://www.parentport.org.uk)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)

### **Radicalisation and hate**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)

## CCTV Use in the Pre-School

Holden Park Pre-school is securely monitored by a CCTV surveillance system. The pre-school Manager is responsible for the operation of the system for ensuring compliance with this policy.

### **Purpose of CCTV**

CCTV has been installed to assist in ensuring a safe and secure environment for the benefit of children in our care, staff, parents/carers and visitors. These purposes will be achieved by monitoring the system to:

- Assist in the overall security of individuals, premises and equipment.
- Ensure high standards of care are maintained
- Increase learning opportunities for staff
- Facilitate the identification of any incident which may necessitate disciplinary action being taken against a staff member and assist in providing evidence to the pre-school Manager
- Act as an effective deterrent against criminal activity, such as vandalism

### **CCTV System**

Cameras will be located both internally at a strategic point, essentially:

- Inside the main entrance

Signs will be prominently displayed in key locations to indicate that a CCTV monitoring system is operating.

Although every effort has been made to ensure maximum effectiveness of the system, it is not possible to guarantee that the system will detect every incident taking place within the area of coverage.

### **Recording**

Digital recordings are made using a digital video recorder operating in real mode, monitoring the site continuously 24 hours a day. Images will normally be retained for between four and six weeks from the date of recording and they will then be automatically overwritten.

### **Access to Images**

Viewing of recorded images of CCTV will be restricted to the pre-school Management within the private office, and also to those staff who need to have access in accordance with the purposes of the system. Out of pre-school hours, the owners will have access to CCTV images via secure remote access to assist in maintaining the security of the premises. This is not a 'webcam' facility; parents will not have access to view recordings.

### **Data in Protection Act 1998**

The CCTV system has been registered in accordance with the Data Protection Act

# Camera's and Mobile Phones Policy

## **Statement of intent**

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used in turn eliminating the following concerns:

- 1) Staff being distracted from their work with children
- 2) The inappropriate use of mobile phone cameras around children

## **Aim**

Our aim is to:

Have a clear policy on the acceptable use of mobile phones and cameras that is understood and adhered to by all parties concerned without exception. In order to achieve this aim, we operate the following Acceptable Use Policy:

## **Mobile Phones**

The setting allows staff to bring in personal mobile telephones and devices for their own use. Under no circumstances does the setting allow a member of staff to contact a pupil or parent/carer using their personal device.

Users bringing personal devices into setting must ensure there is no inappropriate or illegal content on the device.

All staff must ensure that their mobile telephones/devices are left inside the designated box in the kitchen throughout contact time with children. Staff bags should be placed in the kitchen unless requested by the Manager to move them to another appropriate location (because of an activity eg. cooking activity).

Mobile phone communication may only be taken at staff breaks or in staff members' own time and in the designated staff area. (kitchen or office) this includes texting.

If staff have a personal emergency they are free to use the setting's phone or make a personal call from their mobile in the designated staff area of the setting, i.e. Kitchen.

If any staff member has a family emergency or similar and required to keep their mobile phone to hand, prior permission must be sought from the Manager or Supervisor and the mobile phone should be placed on the hall shelf, in sight of all staff.

Staff must ensure that the Manager has up to date personal contact information and that staff make their families, children's schools etc. aware of emergency work telephone numbers. This is the responsibility of the individual staff member. (ie. 01892520626 or 07770436350)

All parent helpers/students will be requested to place their bag, containing their phone, in the office or the designated box and asked to take or receive any calls in the office area where their phone must remain. (calls to be kept to a minimum).

During group outings nominated staff will have access to the setting's nominated mobile phone, which is to be used for emergency purposes only.

It is the responsibility of all members of staff to be vigilant and report any concerns to the pre-school Manager and or Owner.

Concerns will be taken seriously, logged and investigated appropriately (see allegations against a member of staff policy).

Tope Egoh, Livia Osan or in their absence, reserves the right to check the image contents of a member of staff's mobile phone should there be any cause for concern over the appropriate use of it. In the case that the concern is regarding Livia's phone, Tope Egoh takes on this role. Should inappropriate material be found then our Local Authority Designated Officer (LADO) will be contacted immediately. We will follow the guidance of the LADO as to the appropriate measures for the staff member's dismissal.

## **Cameras**

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is used as an effective form of recording their progression in the Early Years Foundation Stage. These photographs are taken and stored appropriately to safeguard the children in our care. i.e. Within the setting or archived in a locked storage unit.

Only the designated setting camera is to be used to take any photo within the setting or on outings. On the odd occasion that the setting is without a camera and a member of staff has his/her phone, e.g. outings, then an image may be taken only with another member of staff present and supervising, this member of staff will be chosen by the Manager or Supervisor on the outing.

Images taken on this camera must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress. Once used for purpose the image must be deleted straight away.

All staff are responsible for the location of the camera; this should be placed within the lockable cabinet at the end of the day.

Images taken and stored on the camera must be downloaded as soon as possible, at least once a week.

Images must only be down-loaded by nominated senior members of staff, currently Livia Osan and Tope Egoh.

Images are only downloaded on-site. Photographs should then be distributed to members of staff (keypersons) to record in children's learning journeys.

Under no circumstances must cameras/phones of any kind be taken into the toilets. Manager and Owner must leave their phones in the office when going to the toilet.

If photographs need to be taken in a bathroom, i.e. photographs of the children washing their hands, then the Manager must be asked first and staff be supervised whilst carrying out this kind of activity. At all times the camera must be placed in a prominent place where it can be seen.

Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

## E- Safety & Safeguarding

E-Safety is term used in schools to describe the steps taken in schools to keep children safe online. In Holden Park, we take the internet safety of our children seriously and as such have security software in place to minimise risk. Children are also monitored closely when on the internet and only use the internet in shared area.

e-Safety has become paramount in schools due to the increasing risk children are exposed to in this age of computer, smartphones and tablets which can be found everywhere. It is therefore important that both adults and children, even the very young children understand these risks.

The risk of internet to children include:

1. Cyber bullying
2. Exposure to inappropriate materials and information
3. Meeting of potentially dangerous people on the internet
4. Aggressive or hateful behaviour
5. Values, providing misleading or inappropriate advice
6. Unwelcome sexual content

Tips on how keep children safe on the internet:

1. Explore children friendly e-safety sites with your children. Such website include [www.netsmartkids.org](http://www.netsmartkids.org), [home.disney.com.au/activities/surfswellisland](http://home.disney.com.au/activities/surfswellisland) and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk).
2. Keep your computer in a shared area.
3. It is important to know that site like Facebook, Bebo, Mysapce, and other social networking may put children at risk.
4. Talking to your children openly about the risk of internet if you are worried about their online safety.
5. Manage your settling and control using filter, anti- virus and other security software to minimise risk.

How to get information and help if worried about your child's safety online

1. *Bullying UK* – information about bullying useful for both children and adults
2. *Kidscape* – An organisation which helps to prevent bullying
3. *Childline* – A free helpline for all children and young people in the UK
4. *NSPCC* – A leading charity fighting to end child abuse in the UK
5. *E-safety helpline* - 08088005002

A copy of our e-safety policy can also be found on our policies page



## Medical support

### Accidents and first aid

Accidents can be very distressing for anyone involved so at Holden Park Pre-School and we follow this policy and procedure to ensure all parties are supported and cared for, and their health, safety and welfare is protected throughout their time in the pre-school.

#### **Accidents**

Location of accident file: This is located in the pre-school main office for each individual child in our care.

- The person responsible for reporting accidents, incidents or near misses is the member of staff who witnesses the incident. They must record it in the Accident File and report it to the pre-school manager. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered. Parent/carer(s) must be shown the Accident Form, informed of any first aid treatment given and asked to sign it as soon as they collect their child
- The pre-school manager will report serious accidents immediately to the owner or a senior member of the management team for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))
- All accidents or injuries should be recorded in the appropriate forms and file in the Accident/Incident Folder and this will be kept for at least three years
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately
- Where medical treatment is required the pre-school manager will also inform the insurance company in writing
- The registered manager will report any accidents of a serious nature to Ofsted.

#### **First aid**

The first aid boxes are located in: the kitchen and also in the grab bag when we are on outings or in the playground in Southborough School. These are accessible at all times with appropriate content for use with children.

- If the sickness is severe, call for an ambulance immediately. DO NOT attempt to transport the sick child in your own vehicle or on the school mini-bus
- Whilst waiting for the ambulance, contact the parent and arrange to meet them at the hospital
- A senior member of staff must accompany the child and collect together registration forms, relevant medication sheets, medication and the child's comforter. A senior member of the management team or the owner must also be informed immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance.

#### **The appointed person responsible for first aid is Livia Osan.**

A high percentage of staff are trained in paediatric first aid and this training is updated every three years to ensure this remains current.

All first aid trained staff are listed in the Main Entrance on the board. When children are taken on an outing away from our pre-school, we will always **ensure** they are accompanied by at least one member of staff who is trained in first aid, who will carry an appropriate first aid box at all times.

#### **Personal protective equipment (PPE)**

The pre-school provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for the handling of chemicals and other tasks. This is chosen according to need and will be regularly reviewed to ensure it is suitable and effective. Staff are consulted when choosing PPE to ensure all allergies and individual needs are supported.

## **Dealing with blood**

Always take precautions when cleaning wounds as some conditions such as Hepatitis or the HIV Virus can be transmitted via blood.

Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

The pre-school will not necessarily be aware if there is a child carrying Hepatitis or who is HIV Positive on their register.

## **Needle puncture and sharps injury**

Blood-borne infections may be transmitted to employees who injure themselves with needles, broken glass etc. For this reason, great care must be taken in the collection and disposal of this type of material. For the safety and well-being of the employees, ALL NEEDLES, BROKEN GLASS etc, SHOULD BE TREATED AS CONTAMINATED WASTE. If a needle is found, the local authority must be contacted to deal with its disposal.

The pre-school treats its responsibilities and obligations in respect of health and safety as a priority and will provide ongoing training to all members of staff which reflects best practice and which shall be in line with current health and safety legislation.

## **Medication**

Holden Park Pre-School puts the well-being of the children in its care at the very core of its services and take necessary steps to prevent the spread of infection (see sickness and illness policy). If a child requires medicine, we will obtain information about the child's needs for this, and will ensure this information is kept up-to-date.

When dealing with medication of any kind in the pre-school, strict guidelines will be followed.

### **Prescription medication**

- Prescription medicine will only be given to the person named on the bottle for the dosage stated
- Medicines must be in their original containers
- Those with parental responsibility of any child requiring prescription medication should allow a senior member of staff to have sight of the bottle. The staff member should note the details of the administration on the appropriate form and another member of staff should check these details
- Those with parental responsibility must give prior written permission for the administration of each and every medication. However, we will accept written permission once for a whole course of medication or for the on-going use of a particular medication under the following circumstances:
  1. The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be completed
  2. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed
  3. Parent/carer(s) should notify us IMMEDIATELY if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given.
- The pre-school will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by a doctor's letter
- The parent must be asked when the child had last been given the medication before coming to pre-school; this information will be recorded on the medication form for medication like antibiotics. Similarly, when the child is picked up, the parent or guardian must be given precise details of the times and dosage given throughout the day.
- At the time of administering the medicine, a senior member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. (It is important to note that staff working with children are not legally obliged to administer medication)
- If the child refuses to take the appropriate medication then a note will be made on the form
- Where medication is "essential" or may have side effects, discussion with the parent will take place to establish the appropriate response

## **Non-prescription medication**

- The pre-school will administer non-prescription medication for a short initial period, dependant on the medication or the condition of the child. After this time medical attention should be sought
- If the pre-school feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse pre-school care until the child is seen by a medical practitioner
- If a child needs liquid paracetamol or similar medication during their time at pre-school, such medication will be treated as prescription medication with the onus being on the parent provide the medicine.
- For any non-prescription cream for skin conditions e.g. Sudocream, prior written permission must be obtained from the parent.
- If any child is brought to the pre-school in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the pre-school. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form
- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the pre-school, together with the times and dosage given
- The pre-school DOES NOT administer any medication unless prior written consent is given for each and every medicine

## **Injections, pessaries, suppositories**

As the administration of injections, pessaries and suppositories represents intrusive nursing, they should not be administered by any member of staff unless appropriate medical training is given to each member of staff caring for this child. This training would be specific for each child and not generic. If this causes a problem in providing appropriate care of a child, please consult Ofsted.

## **Staff medication**

The first aid box for staff should be kept in a readily accessible position, but out of reach of the children.

First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressing, bandages, and eye pads. No other medical items, such as paracetamol should be kept in the first aid box.

If a member of staff is on any type of medication, they must make it known to the pre-school manager. If medication is to be taken during working hours it must be stored away in the kitchen in a cupboard out of the reach of children. If the medication is in any way affecting the staff ability to care for the children, the manager will:

- Assess the situation
- Ask them to fill in this medicine slip (may be used in an emergency)
- May seek medical advice

The staff and children's safety is paramount at all times.

## **Storage**

All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children and under supervision at all times.

Emergency medication, such as inhalers and EpiPen's, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach and under supervision at all times.

Any antibiotics requiring refrigeration must be kept in an area inaccessible to children.

All medications must be in their original containers, legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.

## **Immunisation**

We recognise, where possible, that children are vaccinated in accordance with their age. If children are not vaccinated, it is the responsibility of the parent/carer(s) to inform the pre-school to ensure that children/staff/parent/carer(s) are not exposed to any unnecessary risks of any sort. The pre-school manager must be aware of any children who are not vaccinated within the pre-school in accordance with their age.

Parent/carer(s) need to be aware that some children may not be vaccinated in the pre-school. This may be due to their age, medical reasons or parental choice. Our pre-school does not discriminate against children who have not received their immunisations and will not disclose individual details to other parent/carer(s). However, we will share the risks of infection if children have not had immunisations and ask parent/carer(s) to sign a disclaimer.

Information regarding immunisations will be recorded on children's registration documents and should be updated as and when necessary, including when the child reaches the age for the appropriate immunisations.

### **Staff vaccinations policy**

It is the responsibility of all staff to ensure they keep up-to-date with their vaccinations for:

- Tetanus
- Tuberculosis
- Rubella
- Hepatitis
- Polio.

If a member of staff is unsure as to whether they are up-to-date, then we recommend that they visit their GP or practice nurse for their own good health.

### **Emergency information**

Emergency information must be kept for every child and should be updated on a regular basis with frequent reminders in monthly newsletters, at parent/carer(s)' evenings and a reminder notice on the Parent Notice Boards.

## Sickness and illness

Children should not be left at pre-school if they are unwell. If a child is unwell then they will prefer to be at home with their parent(s) rather than at pre-school with their peers. We will follow these procedures to ensure the welfare of all children within the pre-school:

- If a child becomes ill during the pre-school day, their parent(s) will be contacted and asked to pick their child up as soon as possible. During this time the child will be cared for in a quiet, calm area with their key person.
- If the sickness is severe, call for an ambulance immediately. DO NOT attempt to transport the sick child in your own vehicle
- Whilst waiting for the ambulance, contact the parent and arrange to meet them at the hospital. A senior member of staff must accompany the child and collect together registration forms, relevant medication sheets, medication and the child's comforter. A member of the management team must also be informed immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance.
- In the case of a child coming up in a rash, we may ask you to collect your child and get them seen by a doctor for advice as whether it is infectious or not.
- Should a child have an infectious disease, such as an eye infection or sickness and diarrhoea, they should not return to pre-school until they have been clear for at **least 48 hours**
- It is vital that we follow the advice given to us by our registering authority and exclude specific contagious conditions, e.g. sickness and diarrhoea, conjunctivitis, Hand, foot and mouth, Oral Thrush and chicken pox to protect other children in the pre-school. Illnesses of this nature are very contagious and it is exceedingly unfair to expose other children to the risk of an infection
- If a contagious infection is identified in the pre-school, parent/carer(s) will be informed to enable them to spot the early signs of this illness. All equipment and resources that may have come into contact with a contagious child will be cleaned and sterilised thoroughly to reduce the spread of infection
- It is important that children are not subjected to the rigours of the pre-school day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics. Our policy, therefore, is to exclude children on antibiotics for the first 48 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g. asthma and the child is not unwell)
- The pre-school has the right to refuse admission to a child who is unwell. This decision will be taken by the manager or the room leader on duty and is non-negotiable

### **Exclusion periods for Staff members**

At the Holden Park we take the health of children and staff very seriously therefore if you have any member of the team has a contagious illness, they must adhere to the same exclusion periods as for children. This will ensure that they are able to recover appropriately and that the illness is not passed onto other staff, children or parent/carer(s).

### **Meningitis procedure**

If a parent informs the pre-school that their child has meningitis, the pre-school manager should contact the Public

Health Team for their area, and Ofsted. The Public Health Team will give guidance and support in each individual case. If parent/carer(s) do not inform the pre-school, we will be contacted directly by the Public Health Team and the appropriate support will be given. **Public Health Team Phone No. 01392 386396 or 0844 225 3557**

## **Infection control**

Viruses and infections can be easily passed from person to person by breathing in air containing the virus which is produced when an infected person talks, coughs or sneezes. It can also spread through hand/face contact after touching a person or surface contaminated with viruses.

The best way to prevent a virus or infection from moving around the pre-school environment is to maintain high hygiene standards in the pre-school. To do this we will follow the guidance below:

- Ensure all children use tissues when coughing and sneezing to catch all germs
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
- Encourage all children to do the above by discussing the need for good hygiene procedures in helping them to stay healthy
- Staff will all wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- All potties and changing mats are cleaned and sterilised before and after each use
- Toilets are cleaned at least daily
- Staff are to remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
- All toys, equipment and resources will be cleaned on a regular and using antibacterial cleanser or through washing in the washing machine
- When children are ill, we will follow the sickness and illness policy to prevent the spread of any infection in the pre-school. Staff are also requested to stay at home if they are contagious
- The pre-school manager retains the right of refusal of all children, parent/carer(s), staff and visitors who are deemed contagious and may impact on the welfare of the rest of the pre-school
- Parent/carer(s) will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the pre-school
- The pre-school will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times and increased during the winter months or when flu and cold germs are circulating.

## **Allergies and allergic reactions**

At the Holden Park we are aware that children can have allergies which may cause allergic reactions. We will follow this policy to ensure allergic reactions are minimised or where possible prevented and staff are fully aware of how to support a child who may be having an allergic reaction.

- Staff will be made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis
- Information will be passed on by parent/carer(s) from the registration form regarding allergic reactions and allergies and must be shared with all staff in the pre-school
- An allergy register will be kept in each room and centrally in the office
- The pre-school manager must carry out a full Allergy Risk Assessment Procedure with the parent prior to the child starting the pre-school. The information must then be shared with all staff
- All food prepared for a child with a specific allergy will be prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts
- The manager, pre-school cook and parent/carer(s) will work together to ensure a child with specific food allergies receives no food at pre-school that may harm them. This may include designing an appropriate menu or substituting specific meals on the current pre-school menu
- If a child has an allergic reaction to food, a bee sting, plant etc. a first aid trained member of staff will act quickly and administer the appropriate treatment. Parent/carer(s) must be informed and it must be recorded in the incident book
- If this treatment requires specialist treatment, e.g. an EpiPen, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child
- A sick child above all needs their family; therefore, every effort should be made to contact a family member

as soon as possible

- If the allergic reaction is severe a member of staff will summon an ambulance immediately. We WILL NOT attempt to transport the sick/injured child in our own vehicles
- Whilst waiting for the ambulance, we will contact the emergency contact and arrange to meet them at the hospital
- A senior member of staff must accompany the child and collect together registration forms, relevant medication sheets, medication and child's comforter
- Staff must remain calm at all times; children who witness an allergic reaction may well be affected by it and may need lots of cuddles and reassurance
- All incidents will be recorded, shared and signed by parent/carer(s) at the earliest opportunity.

## *Sun care*

The pre-school is committed to ensuring that all children are fully protected from the dangers of too much sun. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

We use the following procedures to keep children safe and healthy in the sun:

- Children must have a clearly named sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionaries' design (i.e. with an extended back and side to shield children's neck and ears from sun) to provide additional protection
- Children must have their own high factor sun cream named and dated with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs
- Children need light-weight cotton clothing suitable for the sun, with long sleeves and long legs if prone to sunburn
- Children's safety outside in the sun is the pre-school's prime objective so staff will work closely with parent/carer(s) to ensure all appropriate cream and clothing is provided
- Children will always have sun cream applied before going outside in the sun and at frequent intervals during the day
- Children are offered cooled water more frequently throughout sunny or warm days
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Staff will make day-to-day decisions about the length of time spent outside dependant on the strength of the sun
- Shaded areas are available to ensure children are able to cool down or escape the sun should they wish or need to
- Parent/carer(s) of children with Asian and black skin colouring should be aware that these skin types can be very tolerant to sunshine. However, it is important to remember that burning can still occur.

## *Equality and inclusion*

## *Inclusion and equality*

## **Statement of intent**

The pre-school takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. The pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within this pre-school.

A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the pre-school manager at the earliest opportunity.

## **The legal framework for this policy is based on:**

- Equality Act 2010
- Children's Act 2004
- Care Standards Act 2000
- Childcare Act 2006
- Special Educational Needs and Disability Act 2001.

## **The pre-school and staff are committed to:**

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the pre-school will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation and pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training
- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the pre-school's ability to provide the necessary standard of care
- Striving to promote equal access to services and projects by taking practical steps, (wherever possible and reasonable) such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread, which runs through the entirety of the pre-school, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

## **Admissions/service provision**

The pre-school is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The pre-school will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

## **Recruitment**

All members of the selection panel will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Application forms will not include questions that potentially discriminate against the grounds specified in the statement of intent.

At interview, no questions will be posed which potentially discriminate against the grounds specified in the statement of intent. All candidates will be asked the same questions, and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

### **Staff**

It is the policy of the Holden not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds as specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

### **Training**

The pre-school recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. The pre-school will strive towards the provision of inclusion, equality and diversity training for all staff on a regular basis.

### **Early Years framework**

Early learning opportunities offered in the pre-school encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves
- Ensuring that all children have equal access to early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect and empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to the early learning opportunities and are supported in their learning.

### **Food**

- We work in partnership with parent/carer(s) to ensure that the medical, cultural and dietary needs of children are met
- We will help children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

## **Exclusion**

There are however certain occasions when it may be necessary to ask a parent to not bring their child to pre-school for a short period of time. These reasons include:

- If a child is ill (see the Sickness and illness policy for more detailed information)
- If a child has a highly infectious condition e.g. impetigo, Conjunctivitis, Hand, foot and mouth, Oral Thrush and chicken pox
- If the child has a notifiable disease
- If a child has had a bout of sickness or diarrhoea within the last 48 hours.
- If a child is on antibiotics that they haven't taken before (in case of an allergic reaction)

The management of the pre-school reserve the right to terminate a contract with immediate effect and exclude a child permanently if they:

- continually demonstrates aggressive behaviour to the other children in the pre-school
- continually uses inappropriate language (swearing)
- continually makes inappropriate remarks, such as racist comments
- is likely to cause harm to other children in the setting
- is found to be stealing from staff or the pre-school

pre-school staff will already have discussed their concerns with you and worked with you over a period of time to address your child's behaviour. pre-school staff would have used a variety of different strategies and with parental permission sought support from outside agencies. Exclusion of a child would only occur if their behaviour was very severe and having a continued negative impact on the other children in the pre-school.



## Looked after children

Our pre-school is committed to providing a welcoming and inclusive quality environment for all children and families.

The description 'looked after' is generally used to describe a child who is looked after by the Local Authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a very small minority in children's homes, looked after by family members or even placed back within the family home.

The legal framework for this policy is underpinned by or supported through:

- Childcare Act 2006
- Children Act (1989 & 2004)
- Adoption & Children Act (2002)
- Children & Young Person Act (2002)

The term 'Looked after child' denotes a child's current legal status; but this term is never used to categorise a child as standing out from others or referred to using acronyms such as LAC.

For young children to get the most out of educational opportunities they need to be settled appropriately with their carer. At the Holden Park we treat each child as an individual. Discussions will take place regarding the length of time the child has been with their carer before they start pre-school to distinguish if they have secured a relationship and are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there are a number of reasons why a child may go in to care and these reasons may or may not include traumatic experiences or abuse. All practitioners are committed to doing all they can to support all children to achieve their full potential. The pre-school staff team are all trained to understand our safeguarding policy and procedures and additional training to support children's individual needs will be planned for where appropriate. Practitioners are supported by management at all times and we have an open-door policy if they need to discuss any sensitive issues regarding the child.

**The designated person** for 'Looked after children' is Livia Osan.

Each child will be allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the pre-school and with the social worker (where applicable).

Regular on-going practice such as observations will be carried out to build up a picture of the child's interests, and activities will be planned accordingly to support the child's stage of learning and development and interests. This information will be shared with carers as well as any concerns surrounding their developmental stages.

Where necessary a care plan will be developed with carers and professionals. This will include:

- the child's emotional needs and how they are to be met;
- how any emotional issues and problems that affect behaviour are to be managed;
- the child's sense of self, culture, language/s and identity - how this is to be supported;
- the child's need for sociability and friendship;
- the child's interests and abilities and possible learning journey pathway; and
- how any special needs will be supported.

In addition, the care plan may also consider:

- how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
- what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed;
- what written reporting is required; • wherever possible, and where the plan is for the child's return to their home, the birth parent(s) should be involved in planning; and • with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parent/carer(s), such as outings, fun-days etc alongside the foster carer.

Where applicable, a Personal Education Plan (PEP) will also be completed for 3-5 year olds in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews. Transition to school will be handled sensitively with the key person and designated 'looked after' person Livia Osan working together with the child to ensure that this is as smooth a transition as possible and all necessary

information is shared. The child's individual file, including observations, photographs and pieces of art work and mark making will be passed on to the carer at this stage.

## Dealing with discriminatory behaviour

We have a duty to create and implement strategies in the pre-school to prevent and address all discriminatory behaviour. Such strategies include:

- The pre-school records all incidents relating to discrimination on any grounds
- All recorded incidents are reported to the children's parent/carer(s), and when appropriate to the registering authority.

Parent/carer(s) have a right to know if discrimination occurs and what actions the pre-school will take to tackle it.

### **Types of discrimination**

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- **Indirect discrimination** can occur where a provision or criterion is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'
- **Third party harassment** is the harassment of employees by a third party not employed by the pre-school, e.g. visitors or parent/carer(s)
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

### **Protected characteristics**

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity.

Incidents may involve a small or large number of persons; they may vary in their degree of offence and may not even recognise the incident has discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes
- Graffiti and other written insults
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against a person or group of people because the nine protected characteristics listed above
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions.

### **Procedure**

- All staff in the pre-school should be constantly aware of and alert to any discriminatory behaviour or bullying taking place
- They must intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parent/carer(s). Any allegation should be taken seriously and reported to the pre-school manager
- Each incident should be investigated and recorded in detail as accurately as possible. This record should be available for inspection by staff, inspectors and parent/carer(s) where appropriate, on request

- The pre-school manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the pre-school
- Where an allegation is substantiated following an investigation, the parent/carer(s) of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome
- Continued discriminatory behaviour or bullying may lead to exclusion but such steps should only be taken when other strategies have failed to modify behaviour
- Adults found to be perpetrators must be reported immediately to the manager and where such adults are employees and such allegations are substantiated after investigation, appropriate disciplinary action shall be taken which can include dismissal.

Discriminatory behaviour or bullying needs to be recorded to ensure that:

- Strategies are developed to prevent future incidents
- Patterns of behaviour are identified
- Persistent offenders are identified
- Effectiveness of pre-school policies are monitored
- A secure information base is provided to enable the pre-school to respond to any discriminatory behaviour or bullying.

### **Pre-school staff**

All staff should be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parent/carer(s) may express in pre-school.

An atmosphere must be created where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the pre-school.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory. Nor must staff appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. A sensitive and informed approach must be used to counter any harassment perpetrated out of ignorance.

## *Supporting individual children*

### Promoting positive behaviour

Our pre-school believes that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the pre-school we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Work in partnership with parent/carer(s) by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and are consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Have a named person who has overall responsibility for issues concerning behaviour.

**The named person – Livia**, for managing behaviour will advise other staff on behaviour issues and along with each room leader will keep up-to-date with legislation and research and support changes to policies and procedures in the pre-school; access relevant sources of expertise where required and act as a central information source for all involved; attend regular external training events, and ensure all staff attend relevant in-house or external training for

behaviour management. A record will be kept of staff attendance at this training.

We recognise that codes for interacting with other people vary between cultures and staff are required to be aware of this and respect those used by members of the pre-school.

pre-school rules are concerned with safety and care and respect for each other. Children who behave inappropriately by physically abusing another child or adult e.g. biting, or through verbal bullying, will be required to talk through these actions and apologise where appropriate. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge when a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.

### **When children behave in unacceptable ways:**

- Physical punishment such as smacking or shaking will be neither used nor threatened, however it may be necessary to use restraining action in an emergency to prevent personal injury and protect the safety of other children and staff
- Children will not be singled out or humiliated in any way. Staff within the pre-school will re-direct the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity
- Staff will not raise their voices in a threatening way
- In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
- How a particular type of behaviour is handled will depend on the child's age, level of development and the circumstances surrounding the behaviour. It may involve the child being asked to talk and think about what he/she has done. It may also include the child apologising for their actions. Parent/carer(s) will be informed if their child's behaviour is unkind to others or if their child has been upset.
- In all cases inappropriate behaviour will be dealt with in pre-school at the time. Parent/carer(s) may be asked to
- meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the pre-school. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist or child guidance counsellors.
- Children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings more creatively
- Confidential incident reports will be kept on any negative behaviour that has taken place. Parent/carer(s) will be informed and asked to read and sign any entries concerning their child
- If a child requires help to develop positive behaviour, every effort will be made to provide for their needs
- Through partnership with parent/carer(s) and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions an individual behaviour modification plan will be implemented
- In the event where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. the manager should complete risk assessments identifying any potential triggers or warning signs ensuring other children and staff safety at all times. In these instances, it may be that the child is removed from that area until they have calmed down and/or restraining techniques are used by trained staff
- Children will be distracted from the negative situation and supported in a different activity or environment, if necessary, for their own well-being and that of others in the group.

### **Anti-bullying**

Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling.

Children must be encouraged to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened.

Any form of bullying is unacceptable and will be dealt with immediately. At our pre-school, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children need to be helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways

- Our staff are encouraged to adopt a policy of intervention when they think a child is being bullied, however mild or harmless it may seem
- Staff are ready to initiate games and activities with children, when they feel play has become aggressive, both indoors or out
- Any instance of bullying will be discussed fully with the parent/carer(s) of all involved, to look for a consistent resolution to the behaviour
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the pre-school
- All concerns will be treated in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

## ***Biting***

Biting can be an uncomfortable subject for parent/carer(s) of both the biter and the child who is bitten. The aim of this policy is to explain how the pre-school deals with biting.

Please do discuss any concerns you may have regarding this issue with the pre-school Manager. If your child is known to bite, we would prefer to know in advance.

Children bite for a variety of reasons. This may be because they are teething, frustrated, exploring using their mouth, asserting their independence and wanting to gain control, may be of a toy or they could be stressed. It may also be because they want to gain attention.

The pre-school will work with you and your child to establish when and why they are biting. We will observe the child closely to see if certain conditions or situations trigger the behaviour and then work with them to try and avoid the incidents occurring. This may involve altering the child's routine, giving them more one to one attention, purchasing additional resources so sharing is not such a major issue or if it is because a child is teething provide suitable teething resources.

A member of staff will ensure that if a child is bitten that they are comforted and given lots of attention. We will ensure that any first aid is applied correctly, if required, and the incident will be recorded in the accident/incident book and parent/carer(s) asked to sign it.

If your child bites then a member of staff will remove them from the situation. We will explain to them, according to their age and understanding that biting is unacceptable behaviour. For younger child this may be by tone of voice and facial expressions rather than lots of words.

It may be necessary for us to exclude the child from an activity and use 'time out' until they are calm enough to return. We will also encourage the child to apologise to the child they have bitten and work with them to develop strategies to help them deal with the reasons. With regard to our Confidentiality Policy we will not disclose the name of the biting child to the parent/carer(s) of the bitten child.

Many children go through a stage of biting, please don't be alarmed it doesn't last forever!

## ***Early learning opportunities statement***

We set out to support all children attending the pre-school to attain their maximum potential within their individual capabilities. A personalised record of each child's development is maintained, showing their abilities, progress, interests and areas needing further staff or parental assistance. We acknowledge that children learn in different ways and at different rates and plan for this accordingly.

The staff are very aware of the importance of a positive play environment for the child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. Planning of the learning experience by the staff is further designed to ensure, as far as practical, equality of opportunity between all children and that it celebrates diversity.

We promote the relevant frameworks and curriculum set by the Department for Education to support and enhance children's learning and development holistically through play-based activities. We view all aspects of learning and development equally and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

We acknowledge parent/carer(s) as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend children's learning both within the pre-school environment and in the child's home.

## *Special educational needs (SEN)*

### **Statement**

The pre-school is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

The pre-school believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

The pre-school is committed to working alongside parent/carer(s) in the provision for their child's individual needs to enable us to help the child to develop to their full potential. The pre-school is committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the pre-school's facilities. All children have a right to a broad and well-balanced early learning environment.

We feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her early learning or care needs by:

- Liaising with the child's parent/carer(s)
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Regularly monitoring observations carried out on the child's development.

All children will be given a full settling in period when joining the pre-school according to their individual needs.

### **Aims**

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice (England) on identification and assessment of any needs not being met by the universal service provided by the pre-school
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parent/carer(s) and children with learning difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a Special Educational Needs Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs (SEN) and the SEN Code of Practice
- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn quicker, e.g. gifted and talented children are also supported
- Work in partnership with parent/carer(s) and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the pre-school day according to their individual needs and abilities
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

Our pre-school Special Education Needs Co-ordinator's (SENCO) are – Tope Egoh and Livia Osan.

All two work closely with all staff to make sure there are systems in place to plan, implement, monitor, review and

evaluate the special educational needs policy of the pre-school, always making sure plans and records are shared with parent/carer (s).

## **Methods**

We will:

- Designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and share his/her name with parent/carer(s)
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parent/carer(s) and other professionals
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the pre-school
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities
- Work closely with parent/carer(s) to create and maintain a positive partnership which supports their child(ren)
- Ensure that parent/carer(s) are informed at all stages of the assessment, planning, provision and review of their child's education
- Provide parent/carer(s) with information on sources of independent advice and support
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Use the graduated response system for identifying, assessing and responding to children's special educational needs
- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with special educational needs (SEN)
- Review IEPs regularly and hold review meetings with parent/carer(s) at this time
- Ensure that children with learning difficulties and/or disabilities are consulted at all stages of the graduated response, taking into account their levels of ability
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. Individual Education Plan (IEP) reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parent/carer(s) in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy annually.

## **Special educational needs code of practice**

It is the duty of the pre-school to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that our pre-school should adopt a graduated approach to assessment through Early Years Action and Early Years Action Plus. Good practice of working together with parent/carer(s), and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. Our pre-school has identified members of staff as SENCO who will work alongside parent/carer(s) to assess the child's strengths and plan for future support. The SENCO's will ensure that appropriate records are kept according to the Code of Practice.

## **Early Years Action**

The child is identified with special educational needs. The SENCO, working alongside colleagues and parent/carer(s), will assess and record the child's needs and provide an Individual Education Plan (IEP) providing future support. This plan will be continually under review in consultation with the child and his/her parent(s).

## **Early Years Action Plus**

Is characterised by the involvement of external support services, usually requested by the SENCO and colleagues in consultation with the child's parent/carer(s). If the help given through Early Years Action Plus is not sufficient to enable the child to progress satisfactorily, it may be necessary for the pre-school, in consultation with the parent/carer(s) and any external agencies already involved, to request a statutory assessment towards an education, health and social care plan (EHC PLAN).

## **Settling in**

We aim for children to feel safe, stimulated and happy in the pre-school and to feel secure and comfortable with all staff. We also want parent/carer(s) to have confidence in both their children's well-being and their role as active partners, with the child being able to benefit from what the pre-school has to offer.

We aim to support parent/carer(s) and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of each child and their families.

The pre-school staff will work in partnership with parent/carer(s) to settle their child into the pre-school environment by:

- Providing parent/carer(s) with relevant information regarding the policies and procedures of the pre-school
- Encouraging the parent/carer(s) and children to visit the pre-school during the weeks before an admission is planned
- Planning settling in visits and introductory sessions (lasting approximately 1-2 hours).
- Reassuring parent/carer(s) whose children seem to be taking a long time settling into the pre-school
- Encouraging parent/carer(s), where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences
- Allocating a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and initially looks after the child. He/she offers a settled relationship for the child and builds a relationship with his/her parent/carer(s) during the settling in period and to ensure the family has a familiar contact person to assist with the settling in process
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the pre-school and reassure them of their child's progress towards settling in

## **Transitions**

Children experience many transitions in their early years, some of these planned and some unplanned. pre-school staff are sensitive to the difficulties children may have whilst going through these transitions.

Some examples of transitions that young children may experience are:

- Starting pre-school
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member
- Death of a family pet.

Staff are trained to observe their key children and as such will be sensitive to any changes in their behaviour and personality. We respectfully ask that parent/carer(s) inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's character.

## **Supporting transitions in the pre-school**

The pre-school will support all children in the pre-school with any transitions they may be encountering. If the transition relates to the child starting at the pre-school, we will follow our settling in policy. If the transition is due to occur at the pre-school, e.g. room changes, the pre-school will fully support the child through this process in the following ways:

## **Starting school**

Starting school is a huge transition and the pre-school will do all it can to facilitate a smooth move. We have a variety of methods that support this:

- The pre-school will invite school representatives into the pre-school to introduce them to the children



- The key person will initiate conversations with their key children, who are due to move to school, about the school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome
- The pre-school will ensure a comprehensive report is produced on each child starting school to enable teachers to have a good understanding of each child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

### **Starting school -Amendment**

- The nursery will provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend. This will help the children to become familiar with this new concept of school.
- The nursery will invite school representatives into the nursery to introduce them to the children.
- The key person will initiate conversations with their key children, who are due to move to school, about the school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome.
- There will be a Graduation Ceremony for school leavers. At this ceremony, your child will be presented with a certificate and you will be given their 'Learning Journey' to keep.
- We will provide each school with an 'All About Me' document from the child's Key Person and a copy of the child's Tracking Sheet, to enable teachers to have a good understanding of each child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

Policy reviewed: 14/10/2022

Manager: Livia Osan

### **Family breakdowns**

When parent/carer(s) separate it is a difficult situation for all concerned. The pre-school understands that emotions run high please refer to the separated families policy which shows how the pre-school will act in the best interest of the child.

### **Moving home and new siblings**

These are normally two events that parent/carer(s) will have advance notice of, and we ask that parent/carer(s) let the pre-school know about these events so we can support the child to be ready for this. We will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Parent/carer(s) may also consider placing their child into pre-school for additional sessions during these events to provide them with consistency and time away from the changes occurring.

### **Bereavement**

The pre-school has produced a separate policy on bereavement as this can be a difficult time for children and their families. pre-school will offer support to all concerned should this be required.

If parent/carer(s) feel that their child requires additional support because of any changes in their life, we ask that you speak to the pre-school manager and the key person to enable this support to be put into place.

### **Separated family**

When parent/carer(s) separate it is a difficult situation for all concerned. The pre-school understands that emotions run high and this policy lays out how the pre-school will support the child and their family within the pre-school. We feel this policy will support all parties in this difficult time including our team.

### **Parental responsibility**

While the law does not define in detail what parental responsibility is, the following list sets out the key roles:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child

- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

If the parent/carer(s) of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parent/carer(s) do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parent/carer(s). According to current law, a mother always has parental responsibility for her child. A father, however, has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother (From 1 December 2003)
- By a parental responsibility agreement with the mother
- By a parental responsibility order, made by a court.

### **Registration**

During the registration process it is important for the pre-school to know all details about both parent/carer(s). This includes details about who does or does not have parental responsibility as this will avoid difficult situations that may arise at a later date.

The pre-school requests that all details are logged on the child registration form. If a parent does not have parental responsibility, or has a court order in place to prevent this, the pre-school needs a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, the pre-school requests that all details relating to the child and other parent are disclosed wherever possible, e.g. court orders, injunctions. This will allow the pre-school to have all the appropriate information in order to support the child fully.

### **The pre-school will:**

- Ensure the child's welfare is paramount in all operations relating to their time within the pre-school
- Comply with any details of a Court Order where they are applicable to the pre-school's situation, provided the pre-school has seen a copy/has a copy attached to the child's file
- Provide information on the child's progress within the pre-school to both parent/carer(s)
- Ensure that all matters known by the staff pertaining to the family and the parent's separation shall remain confidential
- Ensure that no member of staff takes sides within the separation and treats both parent/carer(s) equally and with due respect.

The pre-school cannot restrict access to any parent with parental responsibility unless a formal Court Order is in place. We respectfully ask that parent/carer(s) do not put us in this position.

### **We ask parent/carer(s) to:**

- Provide us with all information relating to parental responsibilities, Court Orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child
- Not involve pre-school staff in any family disputes, unless this directly impacts on the care we provide for the child
- Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat
- Not ask pre-school to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.

## ***Intimate Care/Toileting***

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

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

We wish to ensure the safety and welfare of the children involved in intimate care routines and safeguard against any

potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. Through the following actions we will endeavour to support all parties:

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

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

### **Potty Training**

When your child starts to show signs that they are becoming aware of their bodily functions staff will arrange a convenient time to discuss with you your plans on potty/toilet training your child.

It is very important that we work together to potty train your child. If we start the training and your child is not ready then we can stop and start again when they are. Some children take to potty training overnight for some it is a longer process, the most important thing is that we work together to give your child the support and reassurance they need during this period.

In order to help your child become independent in going to the toilet the pre-school has low level toilets and wash basins. For smaller children potties will be made available.

### **Safe care and practice**

Working with young children to ensure they feel safe, secure and happy involves pre-school staff being responsive to their needs, whilst maintaining professional. This includes giving children cuddles and changing children's nappy's or clothes.

To minimise the risk of allegations the pre-school promotes good practice in the following ways:

- Although it is appropriate to cuddle children, staff are advised to usually do this in view of other children and practitioners. There may be occasions, for example when a child is ill and needs comforting away from others and this will continue to take place. It is the duty of all staff and the manager to ensure that comforting children is appropriate and to monitor practice
- When changing children's nappy's or soiled/wet clothing, the doors remain open, where appropriate. All staff are aware of the whistle blowing procedures and the manager carries out random checks throughout the day to ensure safe practices
- Inappropriate behaviour such as over tickling, over boisterous or inappropriate questions such as asking children to tell them they love them is discouraged.

Management will challenge inappropriate behaviour in line with the supervision/ disciplinary or whistleblowing procedures. If a parent or member of staff has concerns or questions about safe care and practice procedures, they are urged to see the manager at the earliest opportunity.

## Outdoor play

At Holden Park pre-school we are committed to the importance of daily outdoor play and physical development in all children regardless of their age and stage of development. All activities will be made accessible to children with learning difficulties and disabilities to ensure all children are able to freely and independently use the outdoor area and physical play opportunities to best effect.

Children need regular access to outdoor play in order to develop their large and small muscles, experience an environment that is different to the inside of the pre-school and more importantly access sunlight in order to absorb vitamin D more effectively.

The outdoor areas, both within the pre-school grounds and in the local community have a wealth of resources which help children to develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem all of which support children to develop skills for now and the future.

The pre-school will ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Staff are informed of the importance of these procedures and are trained appropriately to ensure these procedures are followed effectively.

Parent/carer(s) permission will be sought before any child leaves the pre-school during the day; this includes short outings into the local community. Please refer to the visits and outings policy for further information on this process. All outdoor play opportunities and outings will complement the indoor activities and provide children with both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours.

## Use of dummies in pre-school

At Holden Park, we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

As children get older, they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk.

The pre-school aims to:

- Discuss the use of dummies with parent/carer(s) as part of their child individual care plans
- Only allow dummies if a child is really upset for comfort (for example if there is problems at home, they are new to the setting) and/or as part of their sleep routine
- If a dummy or bottle falls on the floor or is picked up by another child, this is cleaned immediately and sterilised where necessary

When discouraging the dummy staff will:

- Have a designated place for the dummies to be stored, which the child will be aware of
- Comfort the child and if age/stage appropriate explain why they are not allowed the dummy in a sensitive and appropriate manner.
- Distract children's attention with other activities and ensure they are settled before leaving them to play.
- Offer other methods of comfort such as toy, teddy or blanket.
- Explain to the child they can have their dummy when they get home or at bed time.

We will also offer support and advice to parent/carer(s) to discourage dummy use during waking hours at home and suggest ways to wean in which the child can be weaned off their dummy (when appropriate).

## Sleep

At the Holden Park we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

We provide a safe sleeping environment by:

- Monitoring the room temperatures
- Using clean blankets and ensuring children are appropriately dressed for sleep to avoid overheating
- Having a no smoking policy.

We recognise parent/carer(s) knowledge of their child in regards to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will.

Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

## ***Bereavement***

In pre-school children and their families may experience grief and loss of close family members or friends whilst with us in the pre-school. We understand that this is not only a difficult time for families but it may also be a confusing time for young children, especially if they have little or no understanding of why their parent/carer(s) are upset and why this person is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and wants:

- We ask that if there is a loss of a family member or close friend that the parent/carer(s) inform the pre-school as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand a potential change in behaviour of a child who may be grieving themselves
- The key person and/or the manager will talk with the family to ascertain what support is needed or wanted from the pre-school. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation

There may also be rare occasions when the pre-school is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

**The Samaritans:** [www.samaritans.co.uk](http://www.samaritans.co.uk) 08457 909090 **Priory:** [www.priorygroup.com](http://www.priorygroup.com) 0800 078 3720

**Cruse Bereavement Care:** [www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk) 0844 477 9400 [helpline@cruse.org.uk](mailto:helpline@cruse.org.uk)

**British Association of Counselling:** [www.bacp.co.uk](http://www.bacp.co.uk) 01455 883300

**SANDS:** <http://www.uk-sands.org/support> 020 7436 5881

## Food and nutrition

### Hygiene in the kitchen

Before adults prepare or handle food, they must wash their hands thoroughly and protective clothing must be worn i.e. apron and hair net.

All food should be piping hot and above 75°C.

Staff must use the appropriate chopping boards when handling meat, fish, fruit and vegetables. All food should be kept covered and refrigerated where appropriate.

All waste food should be disposed of in the appropriate bins and hands washed after use.

Dishcloths and tea towels should be washed daily.

### Nutrition and mealtimes

Mealtimes should be a happy, social occasion for children and staff alike. Positive interactions should be shared at these times and enjoyed. The Holden Park is committed to offering children healthy, nutritious and balanced meals and snacks which meet individual needs and requirements.

We will ensure that:

- Balanced and healthy midday meal, tea and daily snacks are provided for children attending a full day at the pre-school
- Menus are planned in advance, rotated regularly and reflect cultural diversity and variation. These are displayed for children and parent/carer(s) to view
- We provide nutritious food at all snack and meal times
- Fresh drinking water is constantly available and accessible. It is frequently offered to children.
- Individual dietary requirements are respected. We gather information from parent/carer(s) regarding their children's dietary needs including any special dietary requirements, preferences and food allergies that a child has and any special health requirements before a child is admitted to the pre-school. Where appropriate we will carry out a risk assessment in the case of allergies and work alongside parent/carer(s) to put into place an individual dietary plan for their child
- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy
- Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged
- Staff use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves.
- We provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones. Cultural differences in eating habits are respected
- Children are given time to eat at their own pace and not rushed
- We promote positive attitudes to healthy eating through play opportunities and discussions
- The pre-school provides parent/carer(s) with daily records of feeding routines for all children under 3 or until they move into pre-school.
- No child is ever left alone when eating/drinking to minimise the risk of choking

All staff that prepare and handle food are competent to do so and receive training in food hygiene.

### Packed lunch/healthy eating.

Our aim is to promote a healthy lifestyle within the pre-school, as well as the physical outdoor exercise the children will gain on a daily basis, we also know the food they eat also has a very positive impact on their future.

Whilst we cannot dictate what the parent/carer provides for their child we can help advise them and give them guidance to help support their decisions by providing fun, easy to prepare quick and healthy lunch box recipes. We will continue to encourage children and parents to see the benefits of healthy eating and we will be welcome of any feedback or ideas they may have.

We recommend that you provide your child with healthy options and have provided this policy to help you with a few ideas. To meet the nutritional standards, we recommend that you provide one from each of the following food groups

in your child's lunch box:

- Starchy food e.g. sandwiches, pasta salads, wraps, crackers.
- Fruit, vegetables or salad.
- Dairy product, e.g. yogurt, cheese,
- Meat/fish/veggie protein option e.g. chicken, tuna, ham, egg, sausages, quorn, quiche.

Below we have provided a few examples to give you a rough idea:

- i. Cheese and crackers, banana, fruit yogurt, cereal bar, carton of fruit juice.
- ii. Crab sticks, bread sticks with houmous, blueberries and grapes, custard pot and flavoured water.
- iii. Pasta salad with ham, peppers and sweetcorn, cucumber and carrot sticks, jelly pot, pink wafer
- iv. biscuit and bottle of water.
- v. Tuna and sweetcorn wrap, strawberries and melon, mini cheddars, babybel, orange squash.
- vi. Sausage roll x 2, apple and orange, rice cakes x 2, small sponge cake, cubes of cheese, water.

We hope these give you a few ideas and an understanding of a balanced diet and the impact it has on your child's start in life.

Children's lunch boxes **MUST NOT** include any sweets, chocolate bars, fizzy drinks, unhealthy crisps or nut/nut products, and we will remain strict in ensuring these are not included or given to the children. (Nut or nut products are not permitted due to the chance of severe allergic reactions).

We will always encourage children to eat their savoury option before the rest and use lunch time sat with the children, as a social occasion, and to role model good manners.

For more information please take a look at these websites:

- [www.nhs.uk/livewell/healthy-eating](http://www.nhs.uk/livewell/healthy-eating)
- [www.bbc.co.uk/food/recipes](http://www.bbc.co.uk/food/recipes)

Or of course your child's keyperson or pre-school manager will be available to answer any questions on this matter.

All packed lunch boxes should be clearly labelled, and packed suitably e.g. child's closable lunch box. All lunch boxes will be stored on a unit away from direct sunlight and heat, although we do recommend a small ice pack is placed inside to help keep food as fresh as possible – especially in the warmer weather of if it includes a dairy product.

## Partnerships with parent/carer(s)

### Parents and carers as partners

We believe that in order for children to receive quality care and early learning that suits their individual needs, parent/carer(s) and staff need to work together in a close partnership. The two-way sharing of information is key to this. The pre-school team welcomes parent/carer(s) as partners and this relationship needs to be built on trust and understanding. It is important that we, as practitioners, are able to support parent/carer(s) in an open and sensitive manner.

The pre-school wishes to ensure parent/carer(s) are an integral part of the care and early learning team within the pre-school.

Our policy is to:

- Recognise and support parent/carer(s) as their child's first and most important educators, and to welcome them into the life of the pre-school
- Generate confidence and encourage parent/carer(s) to trust their own instincts and judgement regarding their own child
- Welcome all parent/carer(s) into the pre-school at any time
- Ensure pre-school documentation and communications are in a format to suit individual parent's needs, e.g. Braille, multi-lingual, electronic communications
- Ensure that all parent/carer(s) are aware of the pre-school's policies and procedures. A detailed parent prospectus will be provided and our full policy documents are given to each parent when a child joins. A further copy is also available to everyone at all times in the entrance hallway, a copy is also available on our website.
- Maintain regular contact with parent/carer(s) to help us to build a secure and beneficial working relationship for their children
- Support parent/carer(s) in their own continuing education and personal development and inform them of relevant conferences, workshops and training
- Create opportunities for parent/carer(s) to talk to other adults in a secure and supportive environment through such activities as open days, parent/carer(s) evenings and a parent/carer(s) forum
- Inform parent/carer(s) about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through regularly distributed newsletters, parent notice boards, about me documents and a number of other ways
- Operate a key person system to enable a close working relationship with all parent/carer(s). Parent/carer(s) are given the name of the key person of their child and their role when the child starts. Support two-way information sharing regarding each child's individual needs both in pre-school and at home
- Inform parent/carer(s) on a regular basis about their child's progress and involve them in the shared record keeping. Parent/carer(s) evenings will be held at least twice a year. Parent/carer(s) will be consulted with about the times of meetings to avoid excluding anyone
- Consider and discuss all suggestions from parent/carer(s) concerning the care and early learning of their child and pre-school operation
- Inform all parent/carer(s) of the systems for registering queries, compliments or complaints, and to check that these systems are understood by parent/carer(s).
- Provide opportunities for parent/carer(s) to learn about the Early Years Foundation and about young children's learning in the pre-school and how parent/carer(s) can share learning at home and where they can access further information
- Provide a written contract between the parent(s) and the pre-school regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and to accommodate any special requirements wherever possible and practical to do so
- Inform parent/carer(s) how the pre-school supports children with special educational needs and disabilities
- Find out the needs and expectations of parent/carer(s). These will be obtained through regular feedback via questionnaires encouraging parent/carer(s) to review working practices. These are then evaluated by the pre-school to promote pre-school practice, policy and staff development.



## *Payment of Fees Policy*

It is our intention to make the pre-school fees understandable and fair to all parent/carer(s). We are open 38 weeks of term each year.

Parent/carer(s) can pay via childcare vouchers through their employer, or a combination of both. Payment by cheque or cash is also accepted but must be in advance. Our preferred method of payment is via Bank Transfer.

Up to 570 hours per year of Government 'Free for 2 (FF2) initiative' funded hours are available for some parents who claim certain benefits for children who are 2-year olds. This starts from the term following the child's 2nd birthday and will be calculated and shown as a reduction on invoices.

Up to 30 hours of Government funded Early Years Entitlement is available to all 3- & 4-year olds from the term following the child's 3rd birthday. This will be calculated and shown as a reduction on invoices.

In both cases the total number of hours claimed per year is 570, these can be used in 2 ways. Up to 30 hours per week or 6 hours in any one day over 38 weeks a year.

Fees must still be paid if your child is absent for a short period of time e.g. illness or holiday. If your child has to be absent over a long period of time, please talk to the pre-school Manager to discuss any fee arrangements. Any discussions will be completely confidential.

If you wish to cancel or reduce your child's hours at the pre-school then we will require 1 calendar months' notice.

## *Non-Payment of Fees Policy*

The Holden Park value their relationship with parents/carers and will be sympathetic towards any difficulty in paying their child's fees. However, we are unable to function effectively without these payments.

We aim to help parents/carers to pay all fees due to us by offering an agreed flexible payment system and following a fair procedure.

Should a parent/carer have problems paying their child's fees on time they should speak in confidence to the pre-school Manager. If an arrangement has not been made then the following procedure will apply.

### PROCEDURE

- If payments are 1 week late - a reminder invoice will be issued
- If payments are 2 weeks late - a third invoice will be issued accompanied by a letter and a copy of this policy
- If payments are more than 3 weeks late - A final warning will be issued giving the parent/carer 14 days to pay the full amount due
- If the full payment is not received after this time scale then procedures will begin at the Small Claims Court and the child will lose their place at pre-school

The Holden Park Pre School thank you for your understanding and will do all they can to avoid the above situation. However, we are not able to function effectively without all payments due.

## *ICT and Internet Safety Policy*

The internet is an incredible resource for children to access, support for their homework, chatting to friends etc., but it can also be a very dangerous place for them. They can be exposed to inappropriate material, harassment and bullying, viruses and hackers and be conned into giving away financial information. They can also be vulnerable to on-line grooming by paedophiles.

At the pre-school the younger children are able to use the computer with age appropriate games and learning tools with adult supervision.

However, we have introduced a range of procedures to ensure their safety.

- There is a filter on all computers that block out most inappropriate material
- Children are not allowed to go into chat rooms and staff will talk to the children about what sites they are using.
- The history on the computer is checked on a regular basis.
- Any email sent by the children are monitored to ensure that they are not being bullied or sending anything inappropriate

If you would rather your child was not allowed access to the internet then please let a member of pre-school staff know. Staff are also aware of the need to limit the time children spend on computers and will develop strategies to ensure that they spend a balance of time engaged in ICT and other activities.

## *Personal Possessions Policy*

The pre-school provides a wide range of toys and activities for all the children, catering for different needs, abilities and ages. Whilst it is not necessary for children to bring additional toys with them to play with, the pre-school appreciates that sometimes a child may have a particular comfort toy that they wish to bring or a toy that they have been playing with just before they left home.

Staff will endeavour to keep all children's toys and resources safe, however we are sure you appreciate that with several children in our care at any one time, it is not always possible to keep an eye on their belongings. Whilst losses are rare we would advise that if a toy is very special or expensive that it remains safely at home as the pre-school will not be held responsible for loss or damage to them. We would ask you to put your child's name on it so it can be identified if found.

If your child does have a comfort toy that they are very attached to, the pre-school recommends that additional 'copies' are purchased as this can prevent great upset if it becomes lost or that it does not come into pre-school.

We would also ask that all shoes, boots, coats, jumpers, hats etc. are all clearly named. With some many children at pre-school at any one time it's normal for several children to have the same items and it very difficult to make sure that they all have their own.

## *Abusive parent/carer(s)*

At the Holden Park we believe that we have a strong partnership with our parent/carer(s) and an open door policy to discuss any matters arising (if applicable).

In the unlikely event that a parent starts to act in an aggressive or abusive way at the pre-school, our policy is to:

- Direct the parent away from the children and into a private area such as the office (where appropriate)
- Ensure that a second member of staff be in attendance, where possible whilst ensuring the safe supervision of the children
- Act in a calm and professional way, ask the parent to calm down and make it clear that we do not tolerate aggressive or abusive language or behaviour
- Contact the police if the behaviour does not diffuse
- Once the parent calms down, the member of staff will then listen to their concerns and respond appropriately
- An incident form will be completed detailing the time, reason and action taken
- With incidents like this staff may require support and reassurance following the experience, management will provide this and seek further support where necessary
- Management will also signpost parent/carer(s) to further support if applicable.

## *Complaints and compliments*

At the Holden Park we believe that parent/carer(s) are entitled to expect courtesy and careful attention to their individual needs and wishes. We hope that at all times you will be happy with the service provided and that you might like to voice your appreciation to the staff concerned.

Complaints will be dealt with professionally and promptly to ensure that any issues arising from these complaints are handled effectively and to ensure the welfare of all children.

In case of a complaint relating to child protection, please refer to the Safeguarding Policy.

We welcome any suggestions from parent/carer(s) on how we can improve our services, and will give prompt and serious attention to any concerns that you may have by following our complaints procedure as outlined below:

### **Complaints procedure**

#### **Stage 1**

If any parent should have cause for complaint or any queries regarding the care or early learning provided by the pre-school, they should in the first instance take it up with the child's key person or a senior member of staff/room supervisor.

#### **Stage 2**

If the issue remains unresolved or parent/carer(s) feel they have received an unsatisfactory outcome, then these concerns must be presented in writing to the pre-school manager. The manager will then investigate the complaint and report back to the parent within five working days. This will be fully documented in the complaints file and will detail the nature of the complaint and any actions arising from it.  
(Most complaints are usually resolved informally at stage 1 or 2.)

### **Stage 3**

If the matter is still not resolved, a formal meeting will be held between the manager, parent and the senior staff member to ensure that it is dealt with comprehensively. A record of the meeting will be made along with documented actions. All parties present at the meeting will review the accuracy of the record, sign to agree and receive a copy, which will signify the conclusion of the procedure.

### **Stage 4**

If the matter cannot be resolved to their satisfaction, then parent/carer(s) have the right to raise the matter with Ofsted.

Parent/carer(s) are made aware that they can contact the above in all stages of complaints and are given information on how to contact them.

A record of complaints will be kept in the pre-school. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, result of any investigations and any information given to the complainant including a dated response.

Parent/carer(s) will be able to access this record if they wish to, however all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. Ofsted will have access to this record at any time during visits to ensure actions have been met appropriately.

### **Contact details for the regulator:**

OFSTED National Business Unit  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
Telephone number: 0300 123 1231  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Parent/carer(s) will also be informed if the pre-school becomes aware that they are going to be inspected and after inspection will provide a copy of the report to parents and/or carers of children attending on a regular basis.

### **Access and storage of information**

We believe that an open access policy is the best way of encouraging participation.

Parent/carer(s) are welcome to view the policies and procedures file as any time the pre-school is open, a copy is also emailed to each new parent when their child joins the pre-school. These policies govern the way in which the pre-school operates and are located on the wall next to the main notice board. Parent/carer(s) are also welcome to see and contribute to all the records that are kept on their child; however, the pre-school will adhere to Data Protection laws.

The pre-school ensures that it is registered in regard to data protection and a copy of the certificate can be viewed at in the main entrance hallway. All parent, child and staff information are stored securely according to Data Protection registration including details, permissions, certificates and photographic images.

The pre-school's records and documentation are kept and stored in accordance to the minimum legislative archiving time. We currently archive records for at least 21 years and three months.

This will be reviewed annually and amended according to any change in law/legislation.

### **Late collection and non-collection**

All parent/carer(s) agree on arrival time at the pre-school and are informed of procedures on what to do if they expect to be late. This includes:

- Calling the pre-school as soon as possible to advise of their situation
- Asking a designated person to collect their child wherever possible
- Informing the pre-school of this person's identity so the pre-school can talk to the child if appropriate. This will help to reduce or eliminate the distress that may be caused by this situation
- If the designated person is not known to the pre-school staff the parent must provide a detailed description of this person. This designated person must know the agreed password in order for the pre-school to release the child into their care. This is the responsibility of the parent.

In the instance of a child not being collected from the pre-school after a reasonable amount of time [½ hour] has been allowed for lateness, the following procedure will be initiated by staff:

- Inform the pre-school manager that a child has not been collected
- The manager will check for any information regarding changes to normal routines, parent/carer(s) work patterns or general information. If there is no information recorded, the parent/carer(s) will be contacted on the numbers provided for their mobile, home or work. If this fails the emergency contacts will then be contacted as per the child's records
- The manager/staff member on duty in charge and one other member of staff must stay behind with the child (if it falls outside normal operating hours). During normal operating times, staff ratios must be met and planned for accordingly
- If the parent/carer(s) still have not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls need to be logged on a full incident record
- In the event of no contact being made after one hour has lapsed of the stated pickup time, the person in charge will ring the Early Help Contacts (Early Help and Preventive Services- Integrated Door) and Ofsted to advise them of the situation
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child.
- The child's welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process
- In order to provide this additional care a late fee of £15 per 15 Minutes will be charged to parent/carer(s). This will pay for any additional operational costs that caring for a child outside their normal pre-school hours may incur.

**Contact numbers:**

<b>Name</b>	<i>Contact No</i>
Early Help and Preventive Services- Tonbridge and Malling	03000 42 15 76
Ofsted	0300 123 1231

**Admissions**

The Holden Park offers space for approximately 30 children per session . The above is in accordance with the legal space requirements from Ofsted and is the overriding policy in respect of admissions. Child numbers is no longer required as part of our registration with Ofsted.

Other matters considered in deciding which child can be offered a place in the pre-school are:

- Availability of places, considering the staff/child ratios, the age of the child and the registration requirements
- Children who have siblings who are already with us
- When the application is received (extra weight is given to those who have been on the waiting list the longest)
- The pre-school's ability to provide the facilities for the welfare of the child, including appropriate staffing arrangements
- A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and room availability
- Extenuating circumstances affecting the child's welfare or the welfare of his/her family.

We operate an inclusion and equality policy and ensure that all children have access to pre-school places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parent/carer(s).

Prior to a child attending pre-school, parent/carer(s) must complete and sign a contract and registration form. These forms provide the pre-school with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parent/carer(s), doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

All settings registered to accept government funding (detailed in the code of practice) must offer free places for three to five-year olds for the sessions specified by the local authority. At the Holden Park we currently provide up to 30 hours per week of funding which is subject to availability. These places will be allocated on a first-come, first-served basis.

All funded sessions are now in line with the flexible arrangement as specified by the Government. When you register your child for their funded place, we will discuss your needs, and as far as possible with availability and staffing arrangements we will accommodate your wishes.

## Arrivals and departures

### **Arrivals and departures of children**

It is the policy of the pre-school to give a warm welcome to each child on their arrival. The front door will be kept locked at all times. A member of staff will open the door to visitors throughout the day to ensure the pre-school building remains secure at all times.

The child's arrival will immediately be recorded on the daily register and signed in by a member of staff. Any specific information provided by the parent/carer(s) should be recorded in communication book by a member of staff and also pass it to the person in-charge for that day

If the parent requests the child to be given medicine during the day the staff member must ensure that the medication procedure is followed.

All children have contracted hours of attendance, if parent/carer(s) require extra hours then we request that these are booked one week in advance (subject to availability). Please discuss with the pre-school if you need to change your contracted hours.

The planned departure of the child should be anticipated by the key person in the group. All medicines should be recovered from the medicine box/fridge only when the parent has arrived and should be handed to him/her personally. The medication policy is to be followed here with regards to receiving a parental signature, the child register must be immediately marked to show that the child has left the premises

The pre-school will only release your child from our care to adults who have permission to collect them. We will, therefore, need you to provide us with a list of people authorised to collect. It would be helpful, if they are not known to us, to include a description or a photograph for us to keep on file. In the event of an emergency, we can operate a password system where you can send someone not authorised to collect your child but who is able to give the password. Please discuss with us if you would like to use this system.

It is important that you arrive at the contracted time to collect your child. Even very young children learn our routine and know when their parent/carer(s) are due. They can become distressed if you are late. We know sometimes delays are unavoidable, especially if you are relying on public transport or walking. If you are delayed, for whatever reason please contact the pre-school and let us know when you expect to arrive. We will normally be able to accommodate the additional care. We will reassure your child that you are on the way and if necessary, organise additional activities and a meal.

In the instance of a child not being collected from the pre-school after a reasonable amount of time [one hour] has been allowed for lateness, our non-collection procedure (see policy) will be initiated by staff. The pre-school reserves the right to make an additional charge for late collection.

### **Adults arriving under the influence of alcohol or drugs**

The pre-school's prime focus is the care and safety of the children it cares for. All procedures are written with this in mind.

If an adult arrives to collect a child, whether this is the parent/carer or another designated adult (see above procedure), and they are deemed to be under the influence of alcohol or drugs, the senior member of management on duty will assess whether the child's safety and welfare may be impacted if released into this person's care.

The decision will be discussed with the adult and where required an additional named adult will be contacted to collect the child or this will be referred to the duty social care worker if this is not possible. During this time the child will be cared for by another member of staff so they are able to remain calm and engaged in play.

Where an adult is deemed unsuitable to drive due to suspected alcohol or drugs consumption, and may endanger themselves and others if they do, the pre-school will intervene and endeavour to prevent this individual from getting back into the vehicle. The pre-school reserves the right to also report such matters to the police and, in the case of any employees, reserves the right to take disciplinary action as may be appropriate.

### **Arrivals and departures of visitors**

For arrivals and departures of visitors the appropriate records must be completed on entry and exit e.g. in the visitors' book. Please refer to Supervision of Visitors policy for further information.

## Camera and recording device use

We ensure that any photographs or recordings taken of your children in our pre-school are only done with prior written permission from each child's parent. This is gained when each child starts with us.

We ask for individual permissions for photographs and video recordings for each different use including, use in the

child's learning journey, for display purposes, for promotion materials including our pre-school website and to use in the local press. We ensure that parent/carer(s) understand that their child may also be on another photograph, but not as the primary person, that may be used in another child's learning journey.

If a parent is not happy about one or more of these uses then the pre-school will respect their wishes and find alternative ways of recording their child's play or learning.

Staff are not permitted to take photographs or recordings of a child on their own cameras, mobiles or other devices and only use those provided by the pre-school. The pre-school manager will monitor all photographs and recordings to ensure that the parent's wishes are adhered to.

Parent/carer(s) are not permitted to use any recording device or camera (including those on mobile phones) on the pre-school premises without the prior consent of the manager. During special events, e.g. Christmas or leaving parties, permission is gained from each parent before the event and a briefing is given to all parent/carer(s) before any photos are taken about their acceptable use in relation to social media. If any parent/carer(s) are unhappy about photos being taken then a member of staff may produce a group photograph to distribute to parent/carer(s) on request, this will ensure all photographs taken are in line with parental choice.

Each room at the pre-school has a PC which will be used for the storage of photographs of the children in our care. Each PC has a password to protect from misuse and therefore can only be accessed by pre-school staff. When a child leaves the setting, any photos are removed from that PC by the manager or owner and a copy is given to the parent.

## *Health and safety*

### *Health and safety - general statement of policy*

Our policy is to provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and a safe early learning environment in which children are cared for and learn. We provide information,

training and supervision to meet this purpose and we wish to develop and promote a strong health and safety culture within the pre-school for the benefit of all staff, children and parent/carer(s). We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the particular arrangements which we will make to implement the policy are set out within this policy and sufficient resources will be made available to honour our commitment.

The policy will be kept up-to-date, particularly as the pre-school changes in nature and size and will be revised annually, or as and when required. We therefore welcome any useful comments from members of staff, parent/carer(s) and visitors regarding this policy.

### **Aims and objectives**

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.

To achieve this, we will actively work towards the following objectives:

- Establish and maintain a safe and healthy environment throughout the pre-school including outdoor spaces
- Establish and maintain safe working procedures amongst staff and children
- Make arrangements for ensuring safety and the absence of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances
- Ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the pre-school, to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training
- Maintain a healthy and safe pre-school and safe entry and exit from it
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the pre-school premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the pre-school
- Follow the regulations of the Health & Safety at Work Act 1974 and any other relevant legislation
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth including undertaking appropriate risk assessments
- Maintain a safe environment for those with disabilities and ensure all areas of the pre-school are accessible (wherever practicable)
- Provide a safe environment for students or trainees to learn in
- Encourage all staff, visitors and parent/carer(s) to report any unsafe working practices or areas to ensure immediate responses by the management.

We believe the risks in the pre-school environment to be low and we will maintain the maximum protection for children, staff and parent/carer(s). The pre-school will:

- Ensure all entrances and exits from the building, including fire exits are clearly identifiable and remain clear at all times
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- Ensure that all staff, visitors, parent/carer(s) and children are aware of the fire procedures and regular fire drills are carried out
- Ensure that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and especially children
- Ensure that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- Prohibit smoking on the pre-school premises
- Prohibit any contractor from working on the premises without prior discussion with the officer in charge
- Prohibit running inside the premises unless in designated areas
- Risk assess all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the pre-school
- Ensure all cleaning materials are placed out of the reach of children and kept in their original containers
- Wear protective clothing when cooking or serving food
- Prohibit certain foods, e.g. peanuts are not allowed in the pre-school
- Ensure risk assessments are undertaken on the storage and preparation of food produce within the pre-school
- Familiarise all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Ensure children are supervised at all times
- Ensure no student is left unsupervised at any time.

**Responsibilities**

Responsibility for Health and Safety in the pre-school is that of Sarah Bowman.

The director or the operation manager has overall and final responsibility for this policy being carried at: Holden Park Pre-School, Rear of 61 Prospect Road, Southborough, Royal Tunbridge Wells, TN4 0EH.

The pre-school manager will be responsible in their absence.

All employees have the responsibility to co-operate with senior staff and the manager to achieve a healthy and safe pre-school and to take reasonable care of themselves and others. Neglect of health and safety regulations/duties will be regarded as a disciplinary matter.

Whenever a member of staff notices a health or safety problem, which they are not able to rectify, they must immediately report it to the appropriate person named above. Parent/carer(s) and visitors are requested to report any concerns they may have to the senior member of staff in the area.

Daily contact, regular staff meetings and health and safety meetings provide consultation between management and employees, this will include health and safety matters.



## Health and safety training

Person responsible for monitoring staff training is Livia Osan.

### Training table:

Area	Training required	Who
First aid	Course	All staff
Safeguarding	Online	All staff and students
Risk assessment	Online training	All senior staff
Food Hygiene	Online training	All staff and students
Fire safety procedures	In house training	All staff and students
Use of fire extinguisher	In house training/course	All staff where possible
Manual handling	Online training	All staff and students where possible

At least one member of staff on duty MUST hold a full paediatric First Aid at Work certificate.

### Health and safety arrangements

- All staff are responsible for general health and safety in the pre-school
- Risk assessments will be conducted on all areas of the pre-school, including rooms, activities, outdoor areas, resources and cleaning equipment
- All outings away from the pre-school (however short) will include a prior risk assessment – more details are included in our visits and outings policy
- All equipment and areas will be checked thoroughly by staff before children access the area. These checks will be recorded in each room and initialled by the staff responsible. All unsafe areas will be rectified by this member of staff to ensure the safety of children, if this cannot be achieved the manager will be notified immediately
- We provide appropriate facilities for all children, staff, parent/carer(s) and visitors to receive a warm welcome and basic care needs, e.g. easy to access toilet area and fresh drinking water
- The pre-school will adhere to Control of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parent/carer(s) and visitors are safe around any chemicals we may use on the premises
- All staff and students will receive appropriate training in all areas of health and safety which will include risk assessments, manual handling and fire safety
- We have a clear accident and first aid policy to follow in the case of any person in the pre-school suffering injury from an accident or incident
- We have a clear fire safety policy and procedure which supports the prevention of fire and the safe evacuation of all persons in the pre-school. This is to be shared with all staff, students, parent/carer(s) and visitors to the pre-school
- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. Staff and parent/carer(s) will receive these updates as with all policy changes as and when they happen
- Staff and parent/carer(s) are able to contribute to any policy through the suggestion scheme and during the regular meetings held at pre-school.

### Health and safety in the office

Some pre-school staff will be required as part of their role to undertake office duties, which may involve sitting at a computer. At the Holden Park pre-school, we take the welfare of our employees seriously and have put safeguards in place to help protect the health and safety of all employees. If an employee requires additional support please let the manager know as soon as possible.

Staff using computers can help to prevent health problems in the office by:

- Sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen
- Maintaining a good posture
- Avoiding repetitive and awkward movements by using a copyholder and keeping frequently used items within easy reach
- Changing position regularly
- Using a good keyboard and mouse technique with wrists straight and not using excessive force

- Making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light
- Adjusting the screen controls to prevent eyestrain
- Keeping the screen clean
- Reporting to their manager any problems associated with use of the equipment
- Planning work so that there are breaks away from the workstation.

Seating and posture for typical office tasks:

- Good lumbar support from the office seating
- Seat height and back adjustability
- No excess pressure on underside of thighs and backs of knees
- Foot support provided if needed
- Space for postural change, no obstacles should be under the desk
- Forearms approximately horizontal
- Minimal extensions, flexing or straining of wrists
- Screen height and angle should allow for comfortable head position
- Space in front of keyboard to support hand/wrists during pauses in typing.

## Fire safety

### **Fire and Emergency Evacuation Procedure**

In the event of fire, our first priority is to get all children, parent/carer(s) and visitors out of the building as quickly as possible. Below are the procedures we will calmly adopt should the need arise.

#### Means of Escape

The main exit routes are shown on a map which is located on the Parents Notice Board just inside the front door. Generally, the Holden Park Pre-School children would exit either via the main front door or onto the outside footpath close to the toilets. The pre-school would use either of the two exit doors located within the main room, one leading to the side entrance gate and the other leading to the pre-school front entrance. In a situation where an exit route is blocked for any reason, or smoke-filled, the other exit route should be used;

Anyone in the STAFF ROOM should exit to the front of the building.

#### Assembly Point

Children, staff and visitors should assemble at the front of the Holden Park Pre-School for roll call. If fire is spreading rapidly, there is a threat of explosion, or fire appliances need to be brought into the grounds, then the second point of assembly will be on the grounds of CHRIST CHURCH on Prospect Road. Immediately after the roll call is done and all children and adults accounted for, the children will walk in twos with members of staff across the road to the second Assembly Point where another roll call will be done. The instruction to proceed to this point will only be given by Livia Osan a senior member of staff or a member of the Emergency Services. Christ Church has given permission for the children of Holden Park to use the hall in times of Emergency.

#### Fire Warning System

As soon as anyone discovers a fire, or is aware of any threat, e.g. suspicious package, terrorist attack warning etc., the fire alarm should be activated by breaking the glass on the fire alarms point which are located on the wall by the sensory room. The audible alarm must be acted upon immediately by all staff.

#### Fire Fighting Equipment

Firefighting extinguishers are installed at key locations around the building and are maintained in efficient operating condition. An attempt should only be made to tackle a fire after the building has been evacuated and only if it is safe to do so. No member of staff should place himself or herself in any danger. Operating instructions are printed on each extinguisher and should be read carefully before use.

#### Responsibilities

Each room supervisor will have a first responsibility for ensuring that all children, from within the room they are working at the time, are evacuated at the time the alarm is raised.

A "999" call will be made by Livia Osan, or in her absence the Room Leader. Donna Swallow or in her absence, Amy will be responsible for checking the toilets to ensure no-one is left behind.

Donna Swallow, will be responsible for picking up the signing in book and will assist in evacuating the children from the floor room during the morning session and in her absence, Amy will be responsible during the afternoon sessions. The responsible members of staff should ensure that they check all the toilets to ensure that all child is accounted for.

The room Supervisors will take a "head count" once all the children from the floor room are in the playground and follow this up as soon as possible with calling the register. Livia Osan will be responsible for ensuring that all staff and

visitors are accounted for. Any missing persons must be reported immediately to Tope.

#### Lunchtime / Playtime Procedure

Whichever member of staff that is on duty shall gather all children together at the Assembly Point and ensure that no one re-enters the building. Members of staff inside the building should evacuate all children, ensuring that the building, including toilets have been vacated.

#### Fire Practice

A "fire practice" will be held during each pre-school 'term'. This will be recorded in the Log Book.

### Safety checks

Safety checks must be carried out on a daily basis on the premises, indoors and outdoors, and all equipment and resources before the children access any of the areas and recorded to show any issues and solutions.

All staff should be constantly aware of the pre-school environment and monitor safety at all times.

#### **Risk assessments**

The pre-school carries out written risk assessments at least annually. These are regularly reviewed and cover potential risks to children, staff and visitors at the pre-school. When circumstances change in the pre-school, e.g. a significant piece of equipment is introduced; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All senior staff are trained in the risk assessment process to ensure understanding and compliance.

All outings away from the pre-school are individually risk assessed. For more details refer to the visits and outings policy.

Risk assessments document the hazard, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how will this be monitored and checked and by whom?

#### **Electrical equipment**

Who checks	How often	Location/Tel. no.
	<i>Bi-Annually</i>	

- All electrical cables are kept out of the reach of children wherever possible and shielded by furniture where they need to be at floor level
- Electrical sockets are all risk assessed and appropriate safety measures are in place to ensure the safety of the children.

#### **Mains information**

Locations of:

- Water stop tap:
- Gas point: Pre-school 'cupboard located in the kitchen'
- Fuse box: Pre-school 'office'
- Main electricity box: Pre-school 'office'

#### **Dangerous substances**

All dangerous substances including chemicals MUST be kept in locked areas out of children's reach. All substances must be kept in their original containers with their original labels attached. Safety Data Sheets (Control of Substances Hazardous to Health (COSHH)) and risk assessments must be kept for all substances and the appropriate personal protection taken e.g. gloves, apron and goggles.

#### **Transport and outings**

The arrangements for transporting and the supervision of children when away from the pre-school needs to be carefully planned. The pre-school has a comprehensive documented policy relating to outings, which incorporates all aspects of health and safety procedures.

#### **Room temperatures**

- Staff should be aware of room temperatures in the pre-school and should ensure that they are suitable at all times. There will be a thermometer in each room to ensure this is monitored
- Staff must always be aware of the dangers of young children being too warm or too cold
- Temperatures should not fall below 16°C in all other areas
-

## **Water supplies**

- A fresh drinking supply is available and accessible to all children, staff and visitors
- All hot water taps accessible to children are thermostatically controlled to ensure that the temperature of the water does not exceed 40°C.

## **Gas appliances**

- All gas appliances are checked annually by a registered Gas Safety Register engineer
- Carbon monoxide detectors are fitted.

## ***Manual handling***

As it is not possible to eliminate manual handling altogether, correct handling techniques must be followed to minimise the risks of injury. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the pre-school's manual handling policy.

Remember - lifting and carrying children is different to carrying static loads and therefore manual handling training should reflect this. All staff will receive training in manual handling within their first year of employment and will receive ongoing training as appropriate.

## **Preventing injuries**

As with other health and safety issues, the most effective method of prevention is to eliminate the hazard – in this case, to remove the need to carry out hazardous manual handling. For example, it may be possible to re-design the workplace so that items do not need to be moved from one area to another.

However, this is not possible for lifting children. Where manual handling tasks cannot be avoided, they must be assessed as part of the risk assessment. This involves examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

As part of a manual handling assessment the following should be considered:

- The tasks to be carried out
- The load to be moved (remember to think about the children moving at this point)
- The environment in which handling takes place
- The capability of the individual involved in the manual handling.

A number of factors increase the risk of manual handling injuries, and these should be considered and controlled. The following paragraphs offer a number of suggestions.

## **Correct lifting procedure**

### **Planning and procedure**

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- Lighting should be adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance

## **Carrying children**

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting
- Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally

- Wherever possible, avoid carrying the child a long distance
- Where a child is young and is unable to hold onto you, ensure you support them fully within your arms
- Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you
- If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing
- Students and pregnant staff members will not carry children.

### **Position**

- Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself (or turn the load around) so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

### **Lifting**

Always lift using the correct posture:

- Bend the knees slowly, keeping the back straight
- Tuck the chin in on the way down
- Lean slightly forward if necessary and get a good grip
- Keep the shoulders level, without twisting or turning from the hips
- Try to grip with the hands around the base of the load
- Bring the load to waist height, keeping the lift as smooth as possible.

### **Moving the child or load**

- Move the feet, keeping the child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the child or load, reversing the procedure for lifting
- Avoid crushing fingers or toes as you put the child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

### **The task**

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury
- Avoid awkward movements such as stooping, reaching or twisting
- Ensure that the task is well designed and that procedures are followed
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying
- Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan ahead – use teamwork where the load is too heavy for one person.

### **The environment**

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- Remove obstructions and ensure that the correct equipment is available.

### **The individual**

- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.

## **Healthy workplace**

The pre-school is committed to providing a workplace which supports and encourages a healthy staff team through sharing information, training and family friendly issues.

### **Dress code**

Staff must follow our dress code at all times, which is given to new staff during induction and also contained with the

company handbook.

### **Personal hygiene**

Staff must follow the personal hygiene code below at all times, and encourage children to adopt the same good personal hygiene code themselves.

All hands must be washed before handling food, after using the toilet or toileting children, after playing outside, wiping noses and after contact with animals.

After noses have been wiped the tissue must be disposed of hygienically and hands should be washed.

### **Cleaning**

The pre-school is committed to providing a safe, happy and healthy environment for children to play, grow and learn. Cleanliness is a vital step to ensure this. The pre-school will be cleaned every day and regular checks will be made in the toilets - these will be cleaned at least daily (more if necessary). The nappy changing facility will be cleaned after every use, and potties will be cleaned out after each use. Any mess caused throughout the day will be cleaned up as necessary to ensure that a hygienic environment is provided for the children in our care.

### **Kitchen**

Staff need to be aware of the basic food hygiene standards through appropriate training and this will be reviewed every three years.

- Fridges to be cleaned out weekly
- Microwave to be cleaned after each use
- Oven to be cleaned out regularly
- Freezers to be cleaned out every three months and recorded
- All cupboards to be cleaned out monthly
- Fridge and freezer temperatures must be recorded first thing in the morning by the duty manager/cook and in the afternoon
- All food to be covered at all times in and out of the fridge and dated to show when each product was opened
- Care must be taken to ensure that food is correctly stored in fridges
- When re-heating food it should over 75°C, checked with the probe thermometer and recorded, then cooled down before serving. Food prepared on the premises must be checked with the probe thermometer before serving
- Food served but not used immediately should be appropriately covered and placed in the fridge/freezer within 60 minutes. If this is not followed, food should be discarded immediately
- All opened packets to be dated when opened and placed in an airtight container e.g. raisins, cereal etc.
- Blended food should be placed in suitable airtight containers, named and dated
- Surfaces to be cleaned with anti-bacterial spray
- Children must NOT enter the kitchen
- Doors/gates to the kitchen to be kept closed/locked at all times.

### **pre-school**

- Staff must be aware of general hygiene in the pre-school and ensure that high standards are kept at all times
- Toys are washed with sanitising fluid on a regular basis
- Floors should be cleaned during the day when necessary. Vacuum cleaner bags (where used) should be changed frequently
- All surfaces should be kept clean and clutter free
- Children must always be reminded to wash their hands after using the bathroom and before meals. Staff should always encourage good hygiene standards, for example, not eating food that has fallen on the floor
- Children should learn about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouths when coughing.

## Animal health and safety

### **Pets**

- Pets will not be allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals, and will be encouraged to not place their hands in their mouths during the activity. The staff will explain the importance of this to the children to enable them to make healthy choices moving forwards
- Children will be encouraged to leave their comforters and dummies away from the animals to ensure cross-contamination is limited
- When arranging an outing to a farm, staff will all be aware of the farm outing checklist (see below).

### **Checklist for visits to farms**

- A site visit must be made by a senior member of staff before an outing to a farm can be arranged. We will check that the farm is well managed, that the grounds and public areas are as clean as possible, and that suitable First Aid arrangements are made. Animals should be prohibited from any outdoor picnic areas
- We will check that the farm has suitable washing facilities, appropriately signposted, with running water, soap and disposable towels or hot air hand dryers. Any portable water taps should be appropriately designed in a suitable area
- We will ensure that there is an adequate number of adults to supervise the children, taking into account the age and stage of development of the children
- We will explain to the children that they cannot be allowed to eat or drink anything, including crisps and sweets, or place their hands in their mouths, while touring the farm because of the risk of infection, and the children should be given the reasons for this
- We will ensure suitable precautions are in place where appropriate e.g. in restricted areas such as near slurry pits or where animals are isolated.

### **During the visit**

- If children are in contact with, or feeding animals, we will warn them not to place their faces against the animals or put their hands in their own mouths afterwards, and explain why
- We will encourage children to leave comforters (e.g. soft toys and blankets) and dummies either at pre-school, in the transport used or in a bag carried by a member of staff to ensure cross-contamination is limited
- After contact with animals and particularly before eating and drinking, we will ensure all children, staff and volunteers wash and dry their hands thoroughly. If young children are in the group, hand washing will be supervised. We will always explain why the children need to do this
- Meals, breaks or snacks will be taken well away from the areas where animals are kept and children will be warned not to eat anything which has fallen on the ground. Any crops produced on the farm will be thoroughly washed in portable water before consumption
- We will ensure children do not consume unpasteurised produce, e.g. milk or cheese
- Manure or slurry presents a particular risk of infection and children will be warned against touching it. If they do touch it, we will ensure that they thoroughly wash and dry their hands immediately
- We will ensure all children, staff and volunteers wash their hands thoroughly before departure
- We will ensure footwear and clothing is as free as possible from faecal materials.

## Waste management

Staff are made aware of the need to minimise energy waste and the pre-school uses appropriate measures to save energy, including:

- Energy saving light bulbs
- Turning off lights when not in use
- Not leaving any equipment on standby
- Energy saving wash cycles on the washing machine.

The pre-school recycles paper, tin cans and plastic via a recyclables bin which is collected once a fortnight.

We assess our pre-school's impact on the environment on a regular basis and place procedures in place to counteract this impact.

This policy is reviewed annually and is carefully considered in the best interests of the children, pre-school and the environment.

## **Disposal of Bodily Waste Procedure**

To minimise the risk of infection we ensure that:

- All staff wear disposable gloves and aprons when toileting/nappy changing children.
- Soiled nappies, wipes and used gloves etc are placed in nappy sacks and disposed of in the nappy bin.
- Bodily fluid e.g. vomit, blood is cleaned by disposable paper towels and placed in a bag in the nappy bin or in the outside bin. If cloths or rags are used to clean up, these are disposed of in the same way.
- Changing mats are cleaned after every use with disposable paper towels and anti-bacterial spray and hands washed thoroughly.
- Any soiled clothes are placed in a nappy bag.

At the Holden Park we value our environment and in order to keep our earth safe and healthy for our children we closely monitor the management of our waste and its disposal in accordance with local authority requirements.

## ***Visits and outings***

As part of our pre-school Curriculum the children will have the opportunity to be taken for local walks, visits etc off the pre-school premises and permission will be sought for your child to be included in such outings.

You will be informed in advance of any visits or outings involving the transportation of children away from the pre-school. However, it would be impractical to ask for permission before every impromptu short walk the children are taken on and therefore, we ask parent/carer(s) to sign the visits and outings permission to give their general consent for these. Whilst out for a walk, children will always stay with a member of staff. Younger children will be strapped in a pushchair if felt necessary, older children will walk in pairs, or be holding onto a member of staff's hand/pushchair.

We will inform all parent/carer(s) if a vehicle other than a pre-school vehicle is to be used. Any transport used will have the necessary checks made and any copies of certificates and identification will be taken prior to the trip.

When taking the children on a trip the pre-school will:

- Secure individual written consent slips signed by a parent.
- Advise parent/carer(s) of the time and place the visit will take place.
- Advise parents/carers on the equipment needed for the trip i.e. suitable clothing, packed lunches etc.
- The staff/child ratio depends on the age of the children and will be advised at the time

The staff members will:

- Divide the children into small groups.
- Take a first aid kit and at least one member of the group will hold a valid and current paediatric first aid certificate
- A completed trip registers together with all parent and staff contact numbers will be taken on planned outings excluding impromptu short walks
- A fully charged mobile phone will be taken as a means of emergency contact and staff members will contact the pre-school at least once whilst out on the trip.
- All staff will be easily recognisable by other members of the group; they will wear the pre-school uniform
- Children will be easily identified by staff when on a trip by use of a reflective jacket. The pre-school name and telephone number will be displayed
- A head count will be carried out on leaving the pre-school, on arrival at the designated place, regularly during the visit and before departure.
- A senior member of staff will carry out a risk assessment identifying any potential hazards on the journey or at the location prior to the outing
- In the event of an accident, staff will assess the situation, if required, the group will return to pre-school immediately and parent/carer(s) will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parent/carer(s) being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the pre-school
- A pre-visit checklist and risk assessment will always be carried out before the outing. We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage and development of the children.

## **Use of vehicles for outings**

- All staff members shall inform parent/carer(s) in advance of any visits or outings involving the transportation of children away from the pre-school
- All vehicles used in transporting children are properly licensed, inspected and maintained. Regular checks are made to the pre-school vehicle e.g. tyres, lights etc. and a log-book of maintenance, repairs and services is



maintained

- The pre-school vehicle is to be kept in proper working order, is fully insured for business use and is protected by comprehensive breakdown cover
- The school mini-van is fitted to the supplier's instructions with sufficient numbers of safety restraints appropriate to the age/weight of the children carried and is also fitted with 3- point seat belts
- All our drivers are over 21 years of age and holds a Full Current driving license for more than 2 years. This entitles the driver to transport up to 16 passengers

When children are being transported, ratios will be maintained.

When planning a trip or outing using vehicles, records of vehicles and drivers including licenses, MOT certificates and business use insurance are checked. If a vehicle is used for outings the following procedures will be followed:

- Ensure seat belts, child seats and booster seats are used
- Ensure the maximum seating is not exceeded
- All children will be accompanied by a registered member of staff
- No child will be left in a vehicle unattended
- Extra care will be taken when getting into or out of a vehicle
- In the event of a child being lost, the Lost Child Procedure will be followed:
- Any incidents or accidents will be recorded in writing
- Ofsted will be contacted and informed of any incidents.

### *Lost child procedure from pre-school*

In the unlikely event of a child going missing within/from the pre-school, the following procedure will be implemented immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The pre-school manager will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the pre-school, followed by a search of the surrounding area, whilst ensuring that some staff remain with the other children so they remain supervised, calm and supported throughout
- The manager will call the police as soon as they believe the child is missing and follow police guidance. The parent/carer(s) of the missing child will also be contacted
- A second search of the area will be carried out
- During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the pre-school
- The manager will meet the police and parent/carer(s) and will then await instructions from the police
- In the unlikely event that the child is not found the pre-school will follow the local authority and police procedure.
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings.
- Ofsted must be contacted and informed of any incidents
- With incidents of this nature parent/carer(s), children and staff may require support and reassurance following the traumatic experience, management will provide this or seek further support where necessary
- In any cases with media attention, staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring to be reduced.

## Lost child procedure from outings

Regular head counts are carried out on children throughout the outing. In the unlikely event of a child going missing whilst on an outing the following procedure will be implemented immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The organiser will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout
- If appropriate, on-site security will also be informed and a description given
- The designated person in charge will immediately inform the police
- The designated person in charge will then inform the pre-school who will contact the child's parent/carer(s) giving details of what has happened. If the whole pre-school is on an outing, all contact details will be taken on the trip by the person in charge
- During this period, staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children
- It will be the designated person in charge or the manager's responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff)
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings.
- In the unlikely event that the child is not found the pre-school will follow the local authority, and police procedure.
- Ofsted must be contacted and informed of any incidents
- With incidents of this nature parent/carer(s), children and staff may require support and reassurance following the traumatic experience, management will provide this or seek further support where necessary
- In any cases with media attention, staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring to be reduced.

## No smoking policy

Children's health and well-being is of the utmost importance for the pre-school. Smoking has proved to be a health risk and therefore in accordance with legislation, the pre-school operates a strict no smoking policy within its buildings and grounds. It is illegal to smoke in enclosed places.

You are respectfully required to abstain from smoking whilst on the premises and right outside the entrance of the pre-school. This rule also applies to staff, students, parent/carer(s), visitors, contractors etc.

Staff accompanying children outside the pre-school are not permitted to smoke. We also request that parent/carer(s) accompanying pre-school children on outings refrain from smoking whilst caring for the children.

Staff must not smoke whilst wearing pre-school uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle. If staff choose to smoke during breaks, they are asked to change in to their own clothing and smoke away from the main entrance.

We respect that it is a personal choice to smoke, although as an organisation we support healthy lifestyles and therefore help staff and parent/carer(s) to stop smoking by:

- Providing factsheets and leaflets
- Providing information of local help groups
- Providing details of the NHS quit smoking helpline - [www.smokefree.nhs.uk](http://www.smokefree.nhs.uk)
- Offering information regarding products that are available to help stop smoking
- Offering in-house support.

## Equipment and resources

We believe that high-quality care and early learning is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment.

To ensure this occurs within the pre-school we will:

- Provide play equipment and resources which are safe, and where applicable, conform to the BS EN safety standards for Toys (Safety) Regulation (1995)
- Provide sufficient quantity of equipment and resources for the number of children registered in the pre-school
- Provide resources to meet children's individual needs and interests
- Provide resources which promote all areas of children's learning and development
- Select books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and stereotyping
- Provide play equipment and resources which promote continuity and progression, provide sufficient challenges and meet the needs and interests of all children
- Store and display resources and equipment where all children can independently choose and select them
- Check all resources and equipment regularly at the beginning of each session and when they are put away at the end of each session. We repair and clean or replace any unsafe, worn out, dirty or damaged equipment whenever required
- Evaluate the effectiveness of the resources including the children's opinions and interests
- Encourage children to respect the equipment and resources and tidy these away when play has finished. This is into a designated place via the use of silhouettes or pictures the children can match the resource to.

### **Skipping Rope**

Physical exercise is very important to aid children's physical development and to support confidence, however it is vital that any equipment is used safely to avoid unnecessary accidents.

There have been several serious incidents involving skipping ropes and the pre-school have, therefore, decided to follow the guidance from the British Heart Foundation's booklet 'Active Playgrounds, A guide for Primary Schools'

### **Large Garden Equipment**

It is well known that exercise is vital to aid the physical development of young children and to encourage them to continue a healthy lifestyle into their adult years.

At the pre-school we encourage the children in our care to join in all sorts of different physical activities and provide a range of resources to make it fun and enjoyable. Children have plenty of opportunity to play in the fresh air through outdoor playground at Southborough Primary School. Children will be encouraged to participate but will not be made to do any activity that they are uncomfortable with.

At Southborough Primary School where the children play, there are range of large outdoor equipment. Whilst this provides lots of opportunities for developing new physical skills and enjoyment it also brings danger. Children need to learn about danger and risk taking, however in order to make our garden a safe environment and to reduce the risk of possible accidents we have put the following procedures in place:

- All children will be supervised by a responsible adult at all times.
- Children will be taught the dangers of the equipment in a way that is suitable for their stage of development and understanding.
- Children will be encouraged to take turns and share equipment.
- The equipment will be checked/cleaned before use for animal faeces.
- The equipment will be checked for wear and tear/ damage regularly and withdrawn from use if faulty.
- Children will be encouraged to participate but will not be made to do any activity that they are uncomfortable with, for example the climbing frame.

## Critical incident

At the Holden Park pre-school, we understand we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind we have a critical incident policy in place to ensure our pre-school is able to operate effectively in the case of a critical incident. These include:

- Flood
- Fire
- Burglary
- Abduction or threatened abduction of a child
- Bomb threat/terrorism attack
- Any other incident that may affect the care of the children in the pre-school.

If any of these incidents impact on the ability for the pre-school to operate, we will contact parent/carer(s) via

phone/email/text message.

### **Flood**

There is always a danger of flooding from adverse weather conditions or through the water/central heating systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer and they conform to all appropriate guidelines and legislation.

If flooding occurs during the pre-school day, the pre-school manager will decide based on the severity and location of this flooding, and it may be deemed necessary to follow the fire evacuation procedure. In this instance children will be kept safe and parent/carer(s) will be notified in the same way as the fire procedure.

### **Fire**

Please refer to the fire safety policy.

### **Abduction or threatened abduction of a child**

At the Holden Park pre-school, we take the safety and welfare of the children in our care extremely seriously. As such we have secure safety procedures in place to ensure children are safe whilst within our care, this includes safety from abduction. Staff must be vigilant at all times and report any persons lingering on pre-school property immediately. All doors and gates to the pre-school are locked and unable to be accessed unless staff members allow individuals in. Parent/carer(s) are reminded on a regular basis not to allow anyone into the building whether they are known to them or not. Visitors and general security are covered in more detail in the supervision of visitors' policy.

Children will only be released into the care of a designated adult, see the arrivals and departures policy for more details. Parent/carer(s) are requested to inform the pre-school of any potential custody battles or family concerns as soon as they arise so the pre-school is able to support the child. The pre-school will not take sides in relation to any custody battle and will remain neutral for the child. If an absent parent arrives to collect their child, the pre-school will not restrict access unless a court order is in place. Parent/carer(s) are requested to issue the pre-school with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

If a member of staff witnesses an actual or potential abduction from pre-school the following procedure will be followed:

- The police must be called immediately
- The staff member will notify management immediately and the manager will take control
- The parent(s) will be contacted
- All other children will be kept safe and secure and calmed down where necessary
- The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may impact on this abduction.

### **Bomb threat/terrorism attack**

If a bomb threat is received at the pre-school, the person taking the call will record all details given over the phone as soon as possible and raise the alarm as soon as the phone call is terminated. The management will follow the fire evacuation procedure to ensure the safety of all on the premises and will provide as much detail to the emergency services as possible.

### **Other incidents**

All incidents will be managed by the manager on duty and all staff will co-operate with any emergency services on the scene. Any other incident that requires evacuation will follow the fire plan. Other incidents will be dealt with on an individual basis taking into account the effect on the safety, health and welfare of the children and staff in the pre-school.

## **Adverse weather**

At the Holden Park Pre-School, we have an adverse weather policy in place to ensure our pre-school is prepared for all adverse weather such as floods, snow and heat waves.

If any of these incidents impact on the ability for the pre-school to operate, we will contact parent/carer(s) via phone/email/text message, website site and Facebook page.

### **Flood**

In the case of a flood we will follow our critical incident procedure to enable all children and staff to be safe and continuity of care to be planned for.

## **Snow**

If high snow fall is threatened during a pre-school day then the manager will take the decision as to whether to close the pre-school. This decision will consider the safety of the children, their parent/carer(s) and the staff team. In the event of a planned closure during the pre-school day we will contact all parent/carer(s) to arrange for collection of their child.

In the event of staff shortages due to snow we will contact all available off duty staff and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored, we will contact OFSTED to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the pre-school.

## **Heat wave**

Please refer to our sun care policy.

## **Supervision of children**

The pre-school manager is responsible for all staff, students and relief staff receiving information on health and safety in the pre-school in order to supervise the children in their care suitably.

### **Supervision**

- Whether children are in or out of the building, they must be supervised at all times
- Be aware that children can drown in only a few centimetres of water; children must be fully supervised at all times when using water play/paddling pools
- Special care should be taken when children are using large apparatus e.g. climbing frame, and when walking up or down steps/stairs
- A member of staff must supervise large outdoor play equipment at all times
- When outdoors, staff must be aware of any dangers relating to bushes, shrubs and plants
- Children must be supervised at all times when eating
- Children must be carefully supervised when using scissors
- Children must be carefully supervised when using knives for cooking activities
- During outings staff/child ratios will be increased to ensure supervision and safety (please refer to Outings policy)

## **After School Procedure**

Notice:

1. This procedure is to be adopted in all premises where Holden Park picks/drops/ cares for children
2. The First Aid Kit and mobile phones must be on hand every time
3. There must be a contact list of parents for all children being collected at all times

### Holden Park ASC Procedure

1. Manager or staff in charge should give all designated staff who will be going to the different schools for pick up the list of children they are expected to pick up.
2. Designated staff to do an overall register of children as stated on the list, write out the number of children and compare again with list.
3. If some children have not been delivered to the designated area by their teachers or are taking time, designated staff MUST get in touch with the manager or senior to reconfirm if there have been any changes to child's situation.
4. Designated staff MUST not leave the school until there is a confirmation from the senior staff that it is ok to leave.
5. Designated staff must do a head count which matches the list they have been given before the can leave the school compound.

## **For designated staff collecting children at Southborough School:**

1. Once all children have been accounted for, they MUST gather by the Keys Building.
2. The staff must then make sure that all gates are locked and that only Holden Park children and staff remain in the playground.
3. Rules are then done before the children can go to play.
4. Staff MUST be aware of where children are at all times.

5. Staff should be evenly spread within the playground.
6. Designated staff can use their discretion to know when children can be taken to Holden Park after the 1<sup>st</sup> set of children have been collected by parents.
7. All children who have been collected should be promptly signed off on the register.
8. All children who have been brought to the Playground MUST be added to the list this is to ensure that number on register matches the number of children present.

## Before going back to Holden Park

1. Children to line up in pairs and an overall headcount is done to make sure all children are present.
2. Another count is done at the gate to make sure that all children are still in line
3. A staff should lead the way and also the crossing with another behind to make sure that all the children are in line and not near the road or left behind

## Back at Holden park

1. Headcount to be done as children are entering the building MAKE SURE THAT ABSOLUTELY ALL CHILDREN ARE PRESENT
2. When children leave/picked up by parents they must be promptly ticked off the register.

## Supervision of visitors

All visitors must sign the Visitor's Book on arrival and departure. If a visitor is more than an hour in the pre-school, the pre-school manager must point out fire procedures.

A member of staff must accompany visitors in the pre-school at all times whilst in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.

### **Security**

- Staff must check the identity of any visitors they do not recognise before allowing them into the main pre-school. Visitors to the pre-school must be recorded in the Visitor's Book and accompanied by a member of staff at all times whilst in the building
- The pre-school manager must ensure all contractors accessing the pre-school whilst children are present have suitable DBS checks and not left alone in any area that children may use
- All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander
- Parent/carer(s), visitors and students are reminded not to allow entry to any person whether they know this person or not. Staff within the pre-school should be the only people allowing external visitors and parent/carer(s) entry to the pre-school
- The pre-school will under no circumstances tolerate any form of harassment from third parties including visitors towards others, including children, staff members and parent/carer(s).

### **Visitor's Personal Belongings.**

At the Holden Park we pride ourselves on our outstanding safeguarding policy. All staff at the Holden Park keep their mobile phones locked away during working hours, and know that a phone including a camera are never allowed in a room where children are present, and we feel that it is as important to visitors too.

We understand that for reasons out of our control that you may need to keep your phone with you at all times, with this in mind we would still like to regulate this policy to our best ability, we therefore ask that you keep it in your pocket at all times and exit the room to take any phone calls needed.

## Staff

### Personnel

The pre-school's policies in respect of personnel are governed by the following:

- The best interests of the children, their welfare, safety, care and development
- The requirements of the Early Years Foundation Stage
- The needs of the children including maintaining continuity of care
- Compatibility between all members of staff and the building of a good team spirit
- Consideration of the advancement of each member of staff both by internal and external training to help them achieve their maximum potential
- Equal pay for work of equal value
- Compliance with the current legislation including the principles of the Equality Act 2010 and all current legislation governing discrimination.

We will ensure:

- The provision of a person specification and job description for each member of staff prior to an interview
- All interviews will follow our recruitment procedures to ensure safe and fair recruitment occurs
- The provision of a statement of terms and conditions and contract for each member of staff on employment (contract to be received by new employee within two months of commencement of employment)
- Prior to commencement of employment, the successful applicant shall be provided with an offer letter (conditional on enhanced Disclosure and Barring Service (DBS) clearance) with the induction procedure and any details of other information relevant for their first day of work
- New members of staff will be provided with copies of all the policies and procedures and we will ensure their understanding and adherence to these over an induction period
- Harassment of any member of staff relating to race, sexual orientation, gender, gender reassignment, age, religion or belief and disability will not be acceptable. This includes unwanted verbal or physical third-party harassment by those not employed by the pre-school.

### Staff development and training

The pre-school highly values its staff. It is in the interests of the pre-school, the children, their families, and the individual, that each staff member is given the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children.

Personal and professional development is essential for maintaining the delivery of high-quality care and learning for children in their early years. It underpins all aspects of positive interactions and activities planned for children.

At the Holden Park we ensure that A MINIMUM OF 50% of staff are working towards gaining their Level 3 qualification in childcare and education.

We strongly promote continuous professional development and work with all staff to offer suitable training throughout the year. We have a training budget which is set annually and reviewed to ensure that the team gain external support and training where needed.

To facilitate the development of staff we:

- Coach, lead and offer encouragement and support to achieve a high level of morale and motivation
- Promote teamwork through on going communication, involvement and a no blame culture to enhance pre-school practice
- Provide opportunities for delegation based on skills and expertise to offer recognition and stimulate staff
- Encourage staff to contribute ideas for change within the pre-school and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss activity planning
- Encourage staff to further their experience and knowledge by attending relevant external training courses
- Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the pre-school
- Provide regular in-house training relevant to the needs of the pre-school
- Carry out termly supervisions with all staff. These provide opportunities for staff to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Staff appraisals are carried out annually where objectives and action plans for staff are set out, whilst also identifying training needs according to their individual needs
- Promote a positive learning culture within the pre-school

- Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
- Provide inductions to welcome all new staff.
- Offer ongoing support and guidance
- Offer varied information sources including membership to local and national organisations, resources, publications and literature to all staff.

### Supervisions and appraisal meetings

As part of our culture of safeguarding and continuous improvement we implement supervisions for all of our staff following their induction and probation period.

Supervisions provide staff with the opportunity to:

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

The frequency of these is termly and are carried out by the employee’s line supervisor. A template agenda is used to ensure consistency across the setting. This clearly sets out who does what and the timeframe, i.e. what the supervisor is responsible for and what the practitioner needs to do.

Where staff are struggling to identify areas to discuss in an appraisal, we will ask them to identify three things they have enjoyed about their job since the last appraisal and one thing they have least enjoyed. They will be asked to complete this prior to appraisal.

It is the responsibility of the supervisor to plan time to ensure that all staff have supervisions. If for any reason a supervision meeting is cancelled a new date will be rearranged.

Supervision forms also include a declaration for members of staff to declare any criminal offences since last DBS or reason for incapability to work with children. It is each member of staff’s responsibility to ensure that they are available for supervision meetings or support and that the necessary paperwork is complete. Information shared in supervision sessions is confidential.

The supervision process will be evaluated once/twice a year through staff feedback.

### Confidentiality policy

The pre-school’s work with children and their families will bring us into contact with confidential information. It is a legal requirement for the pre-school to hold information about the children and families using the pre-school and the staff working at the pre-school. This information is used for registers, invoices and emergency contacts. However, all records will be stored in a locked cabinet in line with Data Protection registration, we are registered with the Information Commissioner’s Office (ICO) and our registration number is

It is our intention to respect the privacy of children and their families and we will do so by:

- Storing confidential records in a locked filing cabinet
- Ensuring that all staff, volunteers and students are aware that this information is confidential and only for use within the pre-school
- Ensuring that parent/carer(s) have access to files and records of their own children but not to those of any other child
- Gaining parental permission for any information to be used other than for the above reasons
- Ensuring the staff, through their close relationship with both the children and their parent/carer(s), learn more about the families using the pre-school.
- Ensuring staff do not discuss personal information given by parent/carer(s) with other members of staff, except where it affects planning for the child's needs
- Ensuring staff, student and volunteer inductions include an awareness of the importance of confidentiality in the role of the key person. If staff breach any confidentiality provisions, this may result in disciplinary action, and in serious cases, dismissal. Students on placement in the pre-school are advised of our confidentiality policy and required to respect it
- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality



- Ensuring issues concerning the employment of staff remains confidential to the people directly involved with making personnel decisions
- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis. If, however, a child is considered at risk, our safeguarding policy will override confidentiality.

All the undertakings above are subject to the paramount commitment of the pre-school, which is to the safety and well-being of the child.

## Sharing of Information

Management or staff will not discuss your child with others unless they have permission from you. When a child moves on from The Holden Park, we share information about their progress and development with the next pre-school provider or school. We also share information with other settings where a child attends more than one setting. Parent/carer(s) are asked to give written consent to sharing child development summaries and to sharing information about any additional needs their child may have.

Staff will however divulge confidential information to the Early Help contacts- Front Door to Ofsted if they have any concerns that your child is being abused. Please see the Safeguarding Children Policy.

The pre-school's records and documentation are kept and stored in accordance to the minimum legislative archiving time. We currently archive records for at least 21 years and three months.

All staff and student workers at the pre-school will be made aware of our pre-school policies and MUST abide by them.

## Safe recruitment of staff

At the Holden Park we are vigilant in our recruitment procedures aiming to ensure all people working with children are qualified and suitable to do so. We follow this procedure each and every time we recruit a new member to join our team.

### **Advertising**

- We use reputable newspapers, websites and the local job centre to advertise for any vacancies
- We ensure that all recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced Disclosure and Barring Service (DBS) check, at least two independent references for each new employee.

### **Interview stage**

- We shortlist all suitable candidates against a pre-set specification and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not
- All shortlisted candidates will receive a job description, a person specification and a request for identification prior to the interview
- The manager and fellow Director will both sit on the interview panel and are both involved in the overall decision making
- At the start of each interview all candidates' identities will be checked using, for example, their passport and/or photo card driving licence. All candidates will be required to prove they are eligible to work in the UK
- All candidates reaching the interview stage are questioned using the same set criteria and questions. These are formulated around specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks applied to childcare and used in the pre-school. The questions will be value based and will ensure the candidate has the same values as the pre-school with regards to the safety and welfare of the children in their care.
- Candidates will be given a score for their answers including a score for their individual experience and qualifications
- Each shortlisted candidate will be asked to take part in a trial session which will involve spending time in a particular age group in the pre-school interacting with the children, staff and where appropriate parent/carer(s)
- The interview panel will select the most suitable person for this position based on these scores and their knowledge and understanding of the early years' framework as well as the needs of the pre-school.
- Each candidate will receive communication from the pre-school stating whether they have been successful or not.

### **Starting work**

- The successful candidate will be offered the position subject to at least two references from previous employment or in the case of a newly qualified student, their tutor and a personal or professional reference (e.g. their GP).
- Prior to employment but after the job has been offered a health check questionnaire will be given to the employee
- All new starters will be subject to an enhanced Disclosure and Barring Service (DBS) check unless they already subscribe to the DBS Subscription service. In which the certificate will be checked for authenticity and confirmed as still current via the DBS website. This will be initiated before the member of staff commences work in the pre-school and they will not have **unsupervised** access to any child or their records before this check comes back clear. Further to this, the taking of photographs of any child, looking at their learning and development log or changing the nappy of any child will not be undertaken by any new member of staff without an up-to-date enhanced DBS check (whether supervised or not)
- All qualifications will be checked and copies taken for their personnel files
- All new members of staff will undergo an intensive induction period during which time they will read and discuss the pre-school policies and procedures.
- During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding Children Policy and procedure

### **Ongoing support and checks**

- All members of staff will update a health questionnaire on an annual basis to ensure management have a good knowledge of any changes that may require support or additional resources to aid them to carry out their day-to-day duties
- All staff are responsible for notifying the manager in person should any circumstances arise that may affect their suitability to work with children. This will include any incidents occurring outside the pre-school. Staff will face disciplinary action should they fail to notify the manager in a reasonable timescale.
- Each member of staff will receive three meetings a year with their line supervisor, a formal appraisal and two informal supervision reviews (see supervision policy).
- The manager, deputy and room leaders will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations and constructive feedback.

### **Legal requirements**

- The pre-school abides by all legal requirements relating to safe recruitment from the Early Years Foundation Stage
- The pre-school also abides by the employer's responsibilities relating to informing the Independent Safeguarding Authority of any changes to the suitability of their staff, whether this member of staff has left the pre-school or is still under investigation. Please refer to the safeguarding policy for further information.

## **Supervision of staff**

The pre-school manager is responsible for ensuring all staff, including students, are suitable to work with children. Checks are carried out via enhanced DBS clearance checks and followed up with annual checks to via the subscription service. Where possible staff will have the checks completed prior to starting employment. However if there are delays in checks coming through as a last resort staff may work in the pre-school before these checks are completed as long as they are supervised by registered staff at all times.

All pre-school staff will be informed of staff awaiting enhanced DBS

clearance. Staff awaiting these checks will never:

- Be left unsupervised whilst caring for children
- Take children for toilet visits unless supervised by registered staff
- Change nappies
- Be left alone in a room or outside with children
- Administer medication
- Administer first aid
- Take photographs of any children
- Look at a child's learning and development log.
- Have access to children's personal details and records.

Whilst ensuring all the above are adhered to, we still recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and participate fully in every other aspect of the pre-school day.

We recognise that the enhanced DBS disclosure is only part of a suitability decision and pre-school management will ensure each individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the pre-school.

All students will also receive an interview to ensure they are suitable for the pre-school, an induction process to ensure they fully understand and are able to implement the pre-school procedures, working practices and values. All students will be fully supervised to ensure they receive the appropriate support, training and information they may require. See student policy

### *Mobile phone and social networking (E-safety)*

We believe our staff should be completely attentive during their hours of working to ensure all children in the pre-school receive good quality care and education. This is why mobile phones are not to be used during working hours.

We also feel that restrictions need to be placed on staff when they access social networking sites. The pre-school has a high reputation to upkeep and comments made on sites such as 'Facebook' could have an impact on how parent/carer(s) using the pre-school view the staff.

Staff must adhere to the following:

- Mobile phones can only be used on a designated break and then this must be away from the children
- Mobile phones should be stored safely in the staff area at all times.
- During outings, staff will use mobile phones belonging to the pre-school. Photographs must not be taken of the children on any phones, either personal or pre-school owned
- Staff must not post anything onto social networking sites such as 'Facebook' that could be construed to have any impact on the pre-school's reputation
- Staff must not post anything onto social networking sites that would offend any other member of staff or parent using the pre-school
- If staff choose to allow parent/carer(s) to view their page on social networking sites then this relationship must remain professional at all times, we would recommend that security settings on social network sites are at the highest level to prevent anyone whom are not your friends seeing information about you or your line of work.
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

Parent/carer(s) and visitors use of mobile phones

- The pre-school operates its own mobile usage policy in relation to staff and visitors to the premises. Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, in order to ensure the safety and welfare of children in our care, parent/carer(s) and visitors are also kindly asked to refrain from using their mobile telephones whilst in the pre-school main room.

### *Students*

- The pre-school is committed to sharing good practice with those wishing to pursue a career in childcare. Therefore, students will be welcomed to join our staff team and gain work experience within our pre-school. We welcome the chance to encourage training. We accept student placements and recognise this as an opportunity to examine and revise our own practice. We will accept 2 students at a time as more students than this places undue pressure on staff.
- Students are expected to be associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. Placements will be offered after discussions with the appropriate tutors, and close links have been established with the college or school.

Students will attend a visit to the pre-school for an interview, followed by their student induction and pre-school tour. At this time, students will have the opportunity to read and discuss relevant health and safety policies, receive a copy of the Student induction pack:

- Students will be supervised at all times by a member of staff assigned to them and will not be left alone with the children
- Students will be asked to read all pre-school policies that relate to their placement during their student induction.

- We require students to keep to our confidentiality policy and sign their acceptance to them.
- It is expected that during the student's placement, their tutor will visit the pre-school or have verbal communication with the Manager or room supervisor to receive feedback about the student's progress
- Students will be offered support and guidance throughout their placement and offered constructive honest feedback in respect of their performance. Staff will respect individual students' needs and abilities and will aid their development
- An accurate evaluation of ability and performance for both students and training providers will be provided and the pre-school will support students who are experiencing difficulties with action plans if needed
- To maintain parent partnerships, parent/carer(s) will be informed of when students are present in the pre-school via the parent noticeboard. Wherever possible this will be accompanied by a recent photograph of the student.

All students on placement must adhere to the same codes of conduct as permanent staff and this also applies to time- keeping and dress codes. Confidentiality must be upheld at all times. Students are attached to a senior member of staff who will supervise their work and explain the health, safety and fire requirements. All students are encouraged to contribute fully to the pre-school routine and to spend some time in each area. Students must not be left alone with children and they should only be allowed to change nappies when supervised.

### **Students' induction pack**

On commencing their placement, the student will be given a pack containing:

- General information about the pre-school
- A copy of this Student policy
- A confidentiality statement which will require reading, signing and returning to the pre-school manager
- Details of access to all pre-school relevant policies and procedures
- Students are required to sign to acknowledge that they've had a full induction and understand their responsibility during their time us.

## **Volunteers**

The Holden Park recognises the immense benefits that volunteers bring to the pre-school. In return, we hope to give volunteers an opportunity to exercise their skills in a different environment and to undertake new experiences.

### **Status of volunteers**

A volunteer is not an employee and will not have a contract of employment with the pre-school. We will however insist that the volunteer follows all pre-school procedures in the same manner as a paid employee to ensure consistency and quality of care and early learning for the children.

### **Enhanced DBS check**

All volunteers will have suitability checks conducted in the same way as paid employees. This will include an enhanced DBS check and subscription service sign up. These checks will be conducted before any volunteer starts their time within the pre-school and this will also include two written references.

### **Training**

Volunteers will be offered training and/or support as appropriate. We will provide any training and support required for the role, including child protection and health and safety training. The purpose of this is to enable the volunteer to get the most out of their decision to volunteer and enhance their performance in their voluntary role within our team.

### **Policies and procedures**

Volunteers are expected to comply with all the pre-school's policies and procedures. The volunteer's induction process will include an explanation of this.

### **Confidentiality**

Volunteers are likely to become aware of confidential information within the pre-school either about the children, its staff and parent/carer(s). Volunteers should not disclose this information and should follow the pre-school confidentiality procedure at all times.

### **Volunteer's induction pack**

On commencing their volunteer work, the volunteer will be given a pack containing:

- General information about the pre-school
- A copy of this volunteering policy
- A confidentiality statement which will require reading, signing and returning to the pre-school manager
- Details of access to all pre-school relevant policies and procedures

### **Whistleblowing**

Whilst we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective, there may be occasions where this may not be happening.

It is vital that all team members talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be ironed out as soon as they arise.

### **Disclosure of information**

If, in the course of your employment, you become aware of information which you reasonably believe tends to show one or more of the following, you **MUST** use the pre-school's disclosure procedure set out below:

- That a criminal offence has been committed or is being committed or is likely to be committed
- That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject e.g. EYFS. That a miscarriage of justice that has occurred, is occurring, or is likely to occur
- That the health or safety of any individual has been, is being, or is likely to be, endangered
- That the environment, has been, is being, or is likely to be, damaged
- That information tending to show any of the above, is being, or is likely to be, deliberately concealed.

### **Disclosure procedure**

- If this information relates to safeguarding then the pre-school safeguarding policy should be followed, with particular reference to the staff and volunteering section
- Where you reasonably believe one or more of the above circumstances listed above has occurred you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e. because it relates to your manager) you should speak to Tope or LADO.
- Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the pre-school manager.
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations or disclosures in bad faith will be subject to potential disciplinary action which may result in dismissal
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- Any management employee who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not acting in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal.

## *Policy on expectant mothers (staff)*

If you are pregnant at work, your employer must protect your health and safety at ALL times. You have a right to paid antenatal care and maternity pay.

You must inform your manager/supervisor in writing at least 15 weeks before your due date and also the date you plan to begin your maternity leave so enough time can be made to prepare appropriate cover.

Once you have informed your manager/supervisor in writing you may be called into a meeting to discuss the pros and cons to working. Within this small meeting they will carry out a risk assessment and keep this signed copy along with a signed copy of this policy on their individual file. Between the manager/supervisor and the employee they will discuss in depth anything stopping the employer to carry out the job to their full potential.

Some of the things that will be discussed are:

- Lifting and carrying heavy loads
- Exposure to toxic substances
- Standing and sitting for long periods
- Long working hours/breaks
- Previous pregnancy history
- Any health concerns

Your manager will attempt to minimise as much risk as possible or prevent any exposure to it. If you think you are at risk at any time you need to tell your manager/supervisor immediately and you may be called into a meeting to discuss this further, they will review this regularly throughout the pregnancy and adapt and make changes where necessary.

Your manager can not change your terms and conditions while you are pregnant without your agreement.

We ask if possible that you adapt any antenatal appointments around your working day, either early morning, late afternoon or on your days off to cause as less disruption to the day as possible.

# **Amendments**

## **Sickness absence policy**

### **Procedure**

Any sickness/absence should be reported to the Manager/Room Leader by 6.30am, by telephoning the manager's personal phone number, giving a clear indication of the nature of the illness/absence.

It is the responsibility of the staff member to ensure that their absence has been received by the manager- so a left message or text is not accepted. If the person in need can't communicate, a family member or a friend will call on their behalf. Any sickness absence of 3-5 working days requires an employee to complete a 'Self Certificate' available from any Doctor's Surgery or downloadable from [www.direct.gov.uk](http://www.direct.gov.uk).

Sickness absence which exceeds five working days requires the employee to obtain a doctor's sick note. A phone call to the nursery (nursery's mobile phone) would be made on the day of absence before 4pm to inform them if you will be returning to work.

A 'Return to Work Discussion' with the Manager will take place after each period of sickness/absence/ This is to establish the reason for and cause of the absence, to consider whether there is anything the manager or organization can do to help and to confirm that the employee is fit to return to work.

If an explanation for absence is not forthcoming or considered to be unsatisfactory, disciplinary procedures will apply. All records relating to staff absence/sickness will be stored confidentially and securely.

Policy reviewed: 14/10/2022

Manager: Livia Osan

# Lock Down Policy

Holden Park Pre-school and After school club concedes the potentially serious risks to children, staff and visitors in emergency or harmful situations. A lockdown may take place where there is a perceived risk of threat to the nursery, its staff, children, visitors or property. Where possible, the nursery managers will act to ensure the safety of all personnel in the setting in the following situations:

- In the event that unauthorized person(s) considered dangerous, are on nursery grounds.
- In Instances including domestic breakdowns where estranged parties are attempting to abduct children.
- In instances where personnel, visitors, parents, volunteers or staff from within the setting become a threat to the well-being of others.
- In emergency situations affecting the environment of the setting where there is potential risk from spills or poisonous fumes.

A lockdown will be initiated by the manager who will be ringing the bell 5 times to make the staff aware of the situation.

Lock down procedures will be practiced termly in staff meetings to ensure that staff are familiar with them.

Practices and procedures follow:

- Close all the windows and doors
- Lock up.
- Staff and children will go out of sight and do minimum movement.
- Staff and children will stay silent to avoid attention drawn on them.
- The Manager or Deputy will call for assistance using 999. They will keep the setting mobile on their person in case of emergency evacuation.

In the setting:

Upon hearing the Lockdown signal, these steps will be followed:

1. Staff to guide all children into the building if playing outside. Staff to keep children safe in the pre-school room.
2. Staff to secure all windows and doors. Instruct children to move away from windows and



doors and cover windows where possible. Ensure the register, the phone and first aid kit is available before locking or blocking doors.

3. Do a head count immediately.
4. Supervise, ensuring everyone remains out of sight and are sitting quietly.
5. Remain in lockdown until the all-clear has been given by the police or emergency services.
6. The manager/Deputy log the incident, inform relevant authorities, parents etc and investigate the incident when it is safe to do so, reviewing policies and risk assessments if needed.

Policy reviewed: 14/10/2022

Manager: Livia Osan

# Transition policy

## Starting nursery

- Staff will respectfully ask parents about the child's environment, any recent changes, about his/her home life in order to find out more things about the child
- The manager/room leader has to go through all the forms ( all about me form, allergies, etc) with the parents to ensure that forms are properly filled and all information given adequately.
- The key person will go to all of these forms, if the child is funded the parental declarations has to be filled. Also FF2 and 30hrs code has to be confirmed during the settling in period
- Three settle dates are arranged over a period of 1-2 weeks before the starting date.  
The time periods are 1 hour/1 ½ hours and 2 hours.
- On the first settle, the parent is invited to stay, allowing them to talk to the key person or senior of the room.
- On the second settle the parent is advised to sit in an area where the child is unaware of their presence. This allows the parent to be easily available if the child becomes distressed.

On the last settle it is advisable for the parent to leave the child, and if they feel comfortable the setting allows the child to familiarize themselves with the key person and the environment.

- When starting in the setting, children are invited to bring in photos of people who are close to them and any comforters, especially younger children.

## **Starting school**

- The nursery will provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend. This will help the children to become familiar with this new concept of school.
- The nursery will invite school representatives into the nursery to introduce them to the children.
- The key person will initiate conversations with their key children, who are due to move to school, about the school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome.
- There will be a Graduation Ceremony for school leavers. At this ceremony, your child will be presented with a certificate and you will be given their 'Learning Journey' to keep.
- We will provide each school with an 'All About Me' document from the child's Key Person and a copy of the child's Tracking Sheet, to enable teachers to have a good understanding of each child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

Policy reviewed: 14/10/2022

Manager: Livia Osan