



Blackdown Pre-school

1.1 Children's Rights and Entitlements

Policy Statement

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

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

To be strong means to be:

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

To be resilient means to:

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

To be listened to means:

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

This policy was adopted at a meeting of	Blackdown Pre-School Committee
Held on	<i>13th October 2021</i>
Date to be reviewed	<i>13th October 2022</i>
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee



1.2 Child Protection and Safeguarding Policy

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Safeguarding Statement

“Safeguarding is Everyone’s Business”

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide an environment in which children and adults feel safe, secure, valued, and respected. We want children and adults to feel confident to talk if they are worried, believing they will be effectively listened to.

The purpose of this policy is to provide staff and Management committee with the framework they need to keep children safe and secure in our setting. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

Key personnel

Designated Safeguarding Lead (DSL) is: Mandie Strudwick

Contact details: 01252 834293 – blackdownpreschool@outlook.com

Deputy DSL(s) is/are: Kellie Woolley

Contact details: 01252 834293 – info@blackdownpreschool.org

Committee Safeguarding lead is: Debbie Goldsmith

Contact details: 07788405422



Terminology

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.
- Preventing impairment of children's mental or physical health or development.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Early Help means providing support as soon as any needs emerge or are identified at any point in a child's life.

Staff refers to all those working for or on behalf of the setting, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child(ren) includes everyone under the age of 18. On the whole, this will apply to pupils of our setting; however the policy will extend to visiting children and students from other establishments.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Social Care refers to Children's Services in the area in which the child is resident, unless a child is a Child Looked After then this will be the Children's Services in their home authority.

MAP refers to the Surrey Multi-Agency Partnership.

C-SPA refers to the Children's Single Point of Access.



Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004, The Childcare Act 2006 and in line with statutory guidance:

- Statutory Framework for the Early Years Foundation Stage 2021
- Keeping Children Safe in Education 2021
- Working Together to Safeguard Children 2018, Revised Safeguarding Statutory Guidance
- Framework for the Assessment of Children in Need and their Families 2000
- What to do if You are Worried a Child is Being Abused 2015
- Ofsted Inspecting Safeguarding in early years, education and skills 2019
- Early years inspection handbook for Ofsted-registered provision for September 2021

The policy also reflects, [Surrey Safeguarding Children Partnership](#) (SSCP) Procedures.

This policy applies to all members of staff and Committee members of the setting.

The Manager of the setting will review this policy at least annually. This policy will additionally be updated in line with changes in Local and National Guidance and Legislation.

Parents/carers can obtain a copy of the Child Protection Policy and other related policies on request via email or in print.

Principles, values and aims

The Early Years Foundation Stage (2021) states '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.'

Blackdown Preschool will demonstrate a commitment regarding Safeguarding and Child Protection to children, parents, and other partners. We will maintain an attitude of 'it could happen here', where the welfare of the child is paramount.

All children have a right to be protected from harm and abuse. All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in Blackdown Preschool or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and we will engage in partnership working to protect and safeguard children.

Whilst Blackdown Preschool will work openly with parents as far as possible, we reserve the right to contact Social Care or the Police, without notifying parents if this is believed to be in the child's best interests.



Related Safeguarding Policies

This policy should be read in conjunction with:

Looked after children

Uncollected children

Missing child

Absentee policy

Use of mobile phones and cameras

Social networking policy

Whistleblowing policy

Physical handling policy

Bruising in children who are under 2

E-Safety

Acceptable usage policy

Supporting children

We recognise that Blackdown Preschool may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.

We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We recognise that Blackdown Preschool plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends, and an ethos of protection.

Blackdown Preschool will support all children:

- By treating each child as an individual so that they can learn, be resilient, capable, confident and self-assured
- By teaching children to be strong and independent through positive relationships



- By establishing and maintaining an ethos where children feel safe and secure, and are encouraged to share their thoughts and feelings through conversation, story-telling and role play
- Ensure that all children know there is an adult in Blackdown Preschool whom they can approach if they are worried
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- We will encourage self-esteem and self-awareness, through the Early Years Foundation Stage and through positive relationships within the community
- We will respond sympathetically to any requests for quiet time
- We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children
- We will notify Social Care immediately if there is a significant concern

Safer recruitment

We will ensure that:

Blackdown Preschool operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children including verification of their identity, qualifications, disqualification by association regulations and a satisfactory DBS check (according to EYFS requirements). We comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018.

Blackdown Preschool will obtain an enhanced criminal records check (DBS) in respect of every person aged 16 and over including for unsupervised volunteers, and supervised volunteers who provide personal care who:

- work directly with children
- live on the premises on which the childcare is provided (unless there is no access to the part of the premises when and where children are cared for) and/or
- work on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present)

An additional criminal records check (or checks if more than one country) will be made for anyone who has lived or worked abroad.

Blackdown Preschool ensures that there is at least one person on every recruitment panel who has completed safer recruitment training, if there is not a panel conducting interviews then the individual will have completed the safer recruitment training.

Blackdown Preschool will record information about staff qualifications and the identity checks and vetting processes that have been completed which can be located in the pre-school office.

Blackdown Preschool will make a referral to the Disclosure and Barring Service and Ofsted where a member of staff is dismissed (or would have been, had the person not left the



setting first) because they have harmed a child or put a child at risk of harm (Safeguarding Vulnerable Groups Act 2006).

Training and Induction

All staff receive information about the safeguarding arrangements upon induction, the safeguarding statement, staff behaviour policy (code of conduct), Child Protection policy, the role and names of the DSL and their deputy(ies).

All staff receive Safeguarding and Child Protection training at induction in line with advice from Surrey Safeguarding Children Partnership which is regularly updated.

All staff are trained in and receive regular updates in online safety and reporting concerns (via staff meetings), as required, but at least annually.

Blackdown Preschool will advise all staff that they must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a staff member is taking medication which may affect their ability to care for children, the staff member should seek medical advice. We will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. All medication on the premises are securely stored, and out of reach of children, at all times.

Blackdown Preschool will advise staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, and warnings.

All staff and committee members have regular Child Protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse and neglect.

All staff will be provided with a copy of our setting's behaviour management and physical handling policy.

All staff will be made aware of the expectations relating to use of mobile technology within the setting, including mobile phones and cameras. All staff will be made aware of the professional risks associated with the use of social media and electronic communication. Staff will adhere to relevant setting policies including staff behaviour policy, Acceptable Use Policies, E-Safety and Code on Conduct.



Staff support and Supervision:

Blackdown Preschool will follow their legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Blackdown Preschool has in place supervision for all staff members who have contact with children and families, in line with Early Years Foundation Stage 2021.

The Early Years Foundation Stage states that 'effective supervision provides support, coaching and training for the practitioner and promotes the interests of children'. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.

Supervision will provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being, including Child Protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

Roles and Responsibilities

All staff:

Have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Attend training in order to be aware of and alert to the signs of abuse and neglect, so they are able to identify cases of children who may need help or protection
- Provide a safe environment in which children can learn
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- Have a duty of care to take appropriate action and work with other services as needed
- Be prepared to identify children who may benefit from Early Help
- Be aware of the local Early Help process and their role in it
- Ensure children know that there are adults in the setting who they can approach if they are worried or have concerns.
- Be aware that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Respond appropriately to mental health issues
- Understand the setting's Safeguarding and Child Protection policy and procedures
- Take appropriate action to respond and report a Safeguarding concern to the DSL/DDSL



- Be prepared to refer directly to the Children's Single Point of Access (C-SPA), and the Police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available
- Follow the allegations procedures if the disclosure is an allegation against a member of staff

The Manager

In addition to the role and responsibilities of all staff the Manager will ensure that:

- There is a whole setting approach to Safeguarding and the setting fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- The setting has effective Safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy or Code of Conduct and a Behaviour Policy.
- The setting operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training, if there is not a panel conducting interviews then the individual will have completed the safer recruitment training.
- At least one member of the committee has completed safer recruitment training.
- Staff have been trained appropriately and this is updated in line with guidance and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- All staff are provided with the setting's Child Protection policy and if applicable the staff behaviour policy.
- The setting has procedures for dealing with allegations of abuse against staff (including the Manager), volunteers and against other children and that a referral is made to the DBS and Ofsted if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- Policies and processes are in place to deal with concerns (including allegations) which do not meet the allegation/harm threshold or "low level concerns" as defined in KCSIE 2021.
- The DSL who will take lead responsibility for Safeguarding and Child Protection and that the role is explicit in the role holder's job description.
- That on appointment, the DSL and deputy(ies) undertake interagency training (SSCP Foundation Modules 1&2) and initially undertake DSL 'New to Role' with 'Refresher' training every two years as well as attending DSL network events, to refresh knowledge and skills.
- Children are taught about safeguarding (including online safety).
- The setting will ensure application filters and monitoring systems are in place to safeguard children online.
- Enhanced DBS checks and Ofsted EY2 forms for all committee members when joining
- Any weaknesses in safeguarding are remedied immediately.



The Designated Safeguarding Lead:

In addition to the role and responsibilities of all staff the DSL will:

Hold the lead responsibility for Safeguarding and Child Protection (including online safety) and be available for staff to discuss any safeguarding concerns.

Manage referrals:

The DSL is expected to refer cases:

- Of suspected abuse and neglect to the C-Spa and support staff to make these referrals.
- To the Channel programme (where there is a radicalisation concern) and support staff to make these referrals.
- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, and use the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.
- To the Disclosure and Barring service (where a person is dismissed/left due to risk/harm to a child)
- To the Police (where a crime may have been committed)

Work with others:

- Act as a source of support, advice, and expertise for all staff
- Act as a point of contact for the safeguarding partners; Local Authority, Police and Health
- Liaise with the “case manager” and the Local Authority Designated Officer
- Liaise with staff and external agencies on matters of safety and safeguarding (including online and digital safety) so that children’s needs are considered holistically
- Liaise with the senior mental health lead/ the mental health support team
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Know who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
- Support staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes

Raise awareness:

- Ensure each member of staff has access to and understands the Child Protection and Safeguarding policy and procedures
- Ensure the policy is reviewed annually (as a minimum)



- Ensure the policy is available upon request and parents are aware of the setting's obligations to refer cases where necessary
- Link with safeguarding partners to make sure staff are aware of training opportunities and SSCP arrangements
- Help promote the educational and developmental outcomes by sharing information about the welfare, safeguarding and Child Protection issues that a child is experiencing or has experienced with appropriate staff members

Training, knowledge, and skills

- Undergo training to provide them with knowledge and skills required to carry out the role (at least every two years)
- Understand Surrey's Effective Family Resilience assessment process and request for support pathway for providing Early Help and statutory intervention
- Have a working knowledge of how local authorities conduct a Child Protection case conference/ review conference and attend/contribute effectively
- Understand the importance of the role in providing information and support to children social care
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are alert to the specific needs of children in need, those with additional needs and disabilities, those with relevant health conditions and young carers
- Understand the importance of information sharing, both within the setting, and with the safeguarding partners, other agencies, organisations, and practitioners
- Understand and support the setting with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the setting
- Can recognise the additional risks that children with additional needs and disabilities face online
- Obtain access to resources and attend any relevant or refresher training courses

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSL's, attending Early Years network meeting's or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Support and advise staff and help them feel confident on welfare, safeguarding and Child Protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and



- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the setting may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

- Understand the importance of information sharing, both within the setting and with other settings on transfer including in-year, and with the safeguarding partners, other agencies, organisations, and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Deputy Designated Safeguarding Lead/s

Any deputies should be trained to the same standard as the DSL and the role should be explicit in their job description. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for Child Protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

Safeguarding and Child Protection procedures

At Blackdown Preschool if a member of staff suspects abuse, spots signs or indicators of abuse and neglect, or they have a disclosure of abuse made to them they must:

- Listen positively and try to reassure the child
- Only use open questions to clarify information eg. Tell, Explain, Describe (TED)
- Not promise confidentiality
- Explain that they need to pass information to the DSL/other professionals to help keep the child and/or other children safe.



(Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with children in a way that is appropriate to their age, understanding and preference.)

1. Make an initial record of the information related to the concern.
2. Report it to the DSL immediately.
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions in which they were involved
 - Any injuries
 - Explanations given by the child / adult
 - Rationale for decision making and action taken
 - Any actual words or phrases used by the child
5. The records must be signed and dated by the author or / equivalent on electronic based records
6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to C-SPA (and the Police if appropriate) if there is the potential for significant harm

In all cases, if staff are unsure, they will always speak to the DSL (or deputy).

Following a report of concerns the DSL must:

Use the SSCP Levels of Need document, to decide the relevant actions to be taken.

If we suspect a child is suffering, or is likely to suffer, harm or abuse the DSL must contact the C-SPA. By sending a Request for Support Form by secure email to: cspa@surreycc.gov.uk.

If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify the C-SPA of the occurrence and what action has been taken made to the C-SPA and the Police if it is appropriate. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider offering Early Help.

The DSL may seek advice or guidance from the C-SPA consultation line before deciding next steps.

When a child needs urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.



The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the Police. The DSL should also be made aware.

At Blackdown Preschool we will make all attempts to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. Where there are doubts or reservations the DSL should clarify with the C-SPA or the Police as to whether the parents should be told about the referral and, if so, when and by whom.

However, if it is suspected that by informing the parents will place increased risk to the child or impede a Police investigation, advice will be sought from the C-SPA and or the Police about next steps.

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information, they should seek it out.

If we have concerns that the disclosure has not been acted upon appropriately, we will follow Surrey's Inter-Agency Escalation Policy and Procedure.

Record Keeping

At Blackdown Preschool we maintain records and obtain and share information (with parents and carers, other professionals working with the child, the Police, social services and Ofsted, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

At Blackdown Preschool we record any concerns about a child's welfare or safety. This record will include the child's words and factual information. A body map will be completed if injuries are observed.

The record will always be signed and dated by the person making the report and will be shared immediately with the DSL. If there is an immediate concern the member of staff will discuss the concern with the DSL first to ensure the safety of the child and then will complete the report after.

The DSL will record any discussions, decisions, and reasons for those decisions on the child's Safeguarding and Child Protection file.

Information sharing and managing the Child Protection file

At Blackdown Preschool we ensure:

Safeguarding and Child Protection files are kept up to date. Information will be kept confidential and stored securely. Safeguarding and Child Protection concerns, and referrals will be kept in a separate Child Protection file for each child.



The file is only accessed by trained staff who need to see it and where the file or content within it is shared, in line with information sharing advice.

Where children leave the setting (including in year transfers) the DSL will ensure their Safeguarding and Child Protection file is transferred to the new setting or school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new

term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving settings and schools should ensure key staff such as DSLs and SENCOs are aware as required.

If the setting is unable to locate the new setting/school the file will be kept until the child is 25 (this is seven years after they reach the school leaving age) (Information and Records Management Society (IRMS), 2019).

Confidentiality and Information Sharing

At Blackdown Preschool all matters relating to Child Protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and GDPR are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for Child Protection concerns to be shared with agencies who have a statutory duty for Child Protection.

Information will be shared with staff within the setting who 'need to know'.

Relevant staff have due regard to GDPR principles which allow them to share (and withhold) information.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

All staff will always undertake to gain parent/carers consent to refer a child to Social Care unless to do so could put the child at greater risk of harm or impede a criminal investigation.

Blackdown Preschool's trained Data Protection Officer (DPO) is Kellie Woolley. It is a requirement by the General Data Protection Regulations (GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing.

Allegations against/concerns raised in relation to a member of staff, agency staff, volunteers, and contractors

Blackdown Preschool will follow Surrey Safeguarding Children's Partnerships procedure for allegations against adults who work with Children.



This procedure should be used in all cases which may meet the harms threshold in which it is alleged a member of staff, including agency staff, volunteer, or another adult who works with children has:

- *behaved in a way that has harmed a child, or may have harmed a child;*
- *possibly committed a criminal offence against or related to a child; or*
- *behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children*
- *behaved or may have behaved in a way that indicates they may not be suitable to work with children.*

The last bullet point above includes behaviour that may have happened outside of setting, that might make an individual unsuitable to work with children, this is known as transferable risk.

Allegations against a member of staff who is no longer at the setting should be referred to the Police. Historical allegations of abuse should also be referred to the Police.

Allegations against a staff member should be reported to the preschool DSL or if against the manager to Debbie Goldsmith committee safeguarding lead.

Where settings identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care and as appropriate the Police immediately.

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff, volunteer or other adult to Mandie Strudwick DSL immediately or in absence of the DSL the Deputy DSL Kellie Woolley.
- If an allegation is made against the Manager, the concerns need to be raised with Debbie Goldsmith as soon as possible. If not available, then the LADO should be contacted directly.
- Once an allegation has been received by the Mandie Strudwick/ Kellie Woolley or
- Debbie Goldsmith they will contact the LADO (as part of their mandatory duty) on 0300123 1650 option 3 LADO or Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.
- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the setting will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the Police.

Blackdown Preschool have a duty to inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We must also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being



made. We understand that if we fail to comply with this requirement, we will commit an offence.

If the matter is investigated internally, the LADO will advise the setting of who is able to provide support within the local authority, in line with the SSCP procedures.

Low level concerns that do not meet the allegation/harm threshold

At Blackdown Preschool we have a policy and process in place to deal with low level concerns (including allegations) which do not meet the allegation/harm threshold set out above.

Concerns may arise in several ways and from several sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

Whistle blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of Safeguarding and Child Protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in setting's safeguarding arrangements.

Staff are encouraged to use an external, independent and confidential service provided by Navex Global, who can be contacted on their freephone helpline number 0800 069 8180 and through the Navex Global web pages.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding Child Protection failures internally or have concerns about a way a concern is being handled by their setting. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between children of any age and sex. It can occur through a single child or a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.



Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adults, and staff are supported and protected as appropriate.

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

We will minimise the risk of peer on peer/child on child abuse by taking a whole setting approach to Safeguarding and Child Protection and providing staff with appropriate training. We will provide a clear set of values and standards, underpinned by the setting's behaviour policy and pastoral support. We will engage with specialist support and interventions

Responding

Children making any report of sexual violence or sexual harassment including "upskirting" (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported.

If a member of staff becomes aware of an incident, they will follow the Child Protection procedures and refer to the DSL immediately.

If a child is at risk of harm, is in immediate danger, or has been harmed, a Request for Support will be made to the C-SPA.

Risk Assessment

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the setting.
- The victim and the alleged perpetrator sharing classes and space at the setting
- The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the setting's approach to supporting and protecting children.

Support regarding risk assessments can be accessed from the Education Safeguarding Team – education.safeguarding@surreycc.gov.uk

Action: The DSL will consider

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.



- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

Options:

- Manage internally
- Early Help intervention
- Request for support to the C-SPA
- Report to the Police (generally in parallel with a request for support to the C-SPA)

Ongoing Response:

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.

The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on the setting's premises and on transport where appropriate.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the setting will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same setting would seriously harm the education or welfare of the victim (and potentially themselves and other children).

Where a criminal investigation into sexual assault leads to a conviction or caution, the setting will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the setting, the Manager should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on the premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The victim, alleged perpetrator and any other children & adults affected will receive appropriate support and safeguards on a case-by-case basis.

The setting will take any disciplinary action against the alleged perpetrator in accordance with the behaviour policy.

The setting recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Physical Abuse

While a clear focus of peer on peer/child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from children to children can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the Police.



The principles from the anti-bullying policy will be applied in these cases, with recognition that any Police investigation will need to take priority.

Safeguarding Children with Additional Needs and Disabilities

At Blackdown Preschool we acknowledge that children with additional needs or disabilities can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with additional needs and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges.

The DSL will work closely with the SENCO Kellie Woolley to plan support as required.

Online Safety

At Blackdown Preschool we have an online E-safety policy which explains how we try to keep children safe in our setting and how we respond to online safety incidents.

We understand that children increasingly use electronic equipment daily to access the internet.

Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour involving webcam photography or face-to-face meetings.

Children may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

We ensure that appropriate filtering and monitoring systems are in place.



Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

Looked After Children by the local authority or those who are placed in residential school/colleges, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures and children may be privately fostered at any age.

Blackdown Preschool recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care immediately. However, where a member of staff becomes aware that a child may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the C-SPA immediately.

Looked After Children

The most common reason for children becoming looked after is because of abuse and neglect.

Blackdown Preschool will ensure that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the

authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the DSL; however, the DSL should be informed.

If a member of staff is informed by a girl under 18 that an act of FGM has been carried out on her or a staff member observes physical signs which appear to show that an act of FGM



has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the staff member should personally make a report to the Police force in which the girl resides by calling 101. The report should be made immediately.

Staff at Blackdown Preschool are trained to be aware of risk indicators of FGM.

Concerns about FGM outside of the mandatory reporting duty should be reported using the setting's Child Protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female children about going on a long holiday during the summer holiday.

There should also be consideration of potential risk to other girls in the family and the wider community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the Police, including dialling 999 if appropriate.

There are no circumstances in which a member of staff should examine a girl.

Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Following Forced marriage guidance staff should never attempt to intervene directly or through a third party. Contact should be made with the C-SPA and/or the Forced Marriage Unit 200 7008 0151

Honour-based abuse

Honour based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion.



- want to get out of an arranged marriage.
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse

Prevent

The Prevent Duty for England and Wales (2015) under section 26 of the Counter Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Staff at Blackdown Preschool are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern.

Staff receive training to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum to enable children to discuss issues of religion, ethnicity and culture. The setting promotes and embeds the fundamental British value in the setting through activities and within policies.

The Manager and the DSL will assess the level of risk within the setting and put actions in place to reduce that risk. Risk assessment may include, due diligence checks for external speakers and private hire of facilities, anti-bullying policy and other issues specific to the setting's profile, community and philosophy.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance. They should then follow the safeguarding procedures and refer cases by e-mail to preventreferrals@surrey.pnn.police.uk following the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999.

In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.



Appendix one: What is child abuse?

The following definitions are taken from Working Together to Safeguard Children HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour-based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the Surrey Safeguarding Children Partnership Levels of Need Threshold Document.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse 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.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying), 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 in isolation.

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 online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

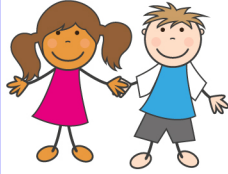
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse.)

Additional Resources

- Surrey County Council Education Safeguarding Team webpages
- NSPCC webpages
- Childline webpages
- CEOP ThinkuKnow webpages
- Anti Bullying Alliance webpages
- Childnet International
- Safer Internet Centre webpages
- Contextual Safeguarding Network webpages
- Surrey Safeguarding Children Partnership webpages
- Lucy Faithfull Foundation webpages

This policy was adopted at a meeting of	Blackdown Pre-School
Held on	6 th October 2021
Date to be reviewed	6 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee



Blackdown Pre-school

1.3 Looked After Children

Policy Statement

Early years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

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

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works.

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

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- In exceptional circumstances, we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having

formed a secure attachment to the carer, and the placement in Blackdown Pre-School will last a minimum of three months.

- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in Blackdown Pre-School will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends Blackdown Pre-School is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

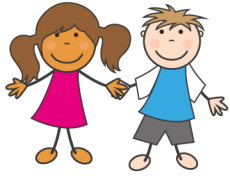
- The designated person for looked after children is the Designated Child Protection Officer, **Mrs Mandie Strudwick**. Her Deputy is **Miss Kellie Woolley**.
- Every child is allocated a key person when they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- Blackdown Pre-School recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to Blackdown Pre-School, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting to determine the objectives of the placement and draw up a Personal Education Care Plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The Personal Education Care Plan needs to consider issues for the child such as:
 - their emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - their sense of self, culture, language(s) and identity – and how this is to be supported;
 - their need for sociability and friendship;
 - their interests and abilities and possible learning journey pathway; and
 - how any special needs will be supported.
- In addition the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at Blackdown Pre-School, when, where and what form the contact will take will be discussed and agreed;

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

Further Guidance

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

This policy was adopted at a meeting of	Blackdown Pre-School
Held on	<i>13th October 2021</i>
Date to be reviewed	13 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee



Blackdown Pre-school

1.4 Uncollected child

Policy Statement

In the event that a child is not collected by an authorised adult at the end of the session/day, we put into practice agreed procedures as below. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. The child will receive a high standard of care to cause as little distress as possible.

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

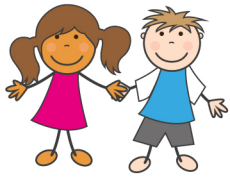
Procedures

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

- We inform parents that we apply our Child Protection Procedures in the event that their child is not collected by an authorised adult within one hour after Blackdown Preschool has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, we follow the procedure below:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or work
 - If this is unsuccessful, the adults who are authorised by parents to collect their child from the setting- and whose telephone numbers are recorded on the Registration form- are contacted
 - All reasonable attempts are made to contact the parents or nominated carers
 - The child does not leave the premises with anyone other than those names on the registration form or in their file.
 - If no-one collected the child within 1 hour of Blackdown Preschool closing, we will inform the Chairperson on 01276 66280/07966058091 to inform them that there is no-one who can be contacted to collect the child. We then apply the procedures of the uncollected child.
 - We contact our local authority Children's Social Care Team:
 - **Duty Social Worker Surrey 0300 470 9100**
 - The child stays at Blackdown Preschool in the care of two fully-vetted workers until the child is safely collected either by the parents or by a Social Worker.
 - Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
 - Under no circumstances will staff go to look for the parent, nor do they take the child home with them. A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff
- Ofsted may be informed: **0300 123 1231**

This policy was adopted at a meeting of	Blackdown Pre-School
Held on	13 th October 2021
Date to be reviewed	13 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee

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Blackdown Pre-school

1.5 Missing Child

Policy Statement

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

Procedures

Child Going Missing on the Premises

- As soon as it is noticed that a child is missing, the key person/staff alerts the Manager or Deputy Manager.
- The Manager calls the police and reports the child as missing and then calls the parent. The Blackdown Pre-School Manager will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The Manager talks to the staff to find out when and where the child was last seen and records this.
- The Manager contacts the chair and reports the incident. The Chairperson comes to Blackdown Pre-School immediately to carry out an investigation, with the management team where appropriate.

Child Going Missing on an Outing

This describes what to do when staff have taken a small group on an outing, leaving the Manager or Deputy Manager back at the Blackdown Pre-School premises. If the Manager has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a Blackdown Pre-School outing.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity, but does not search beyond that.
- The Blackdown Pre-School Manager is contacted immediately (if not on the outing) and the incident is recorded.
- The Blackdown Pre-School Manager contacts the police and reports the child as missing.

- The Blackdown Pre-School Manager contacts the parent, who makes their way to Blackdown Pre-School.
- Staff take the remaining children back to Blackdown Pre-School.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- Blackdown Pre-School Manager contacts the Chairperson and reports the incident. The Chairperson comes to Blackdown Pre-School immediately to carry out an investigation, with the management committee, (where appropriate).
- The Blackdown Pre-School Manager or member of staff may be advised by the police to stay at the venue until they arrive.

The Investigation

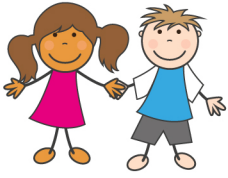
- Staff keep calm and do not let the other children become anxious or worried.
- The Blackdown Pre-School Manager, together with the Chairperson, speaks with the parent(s).
- The Chairperson carries out a full investigation, taking written statements from all the staff in the room or who were on the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

Managing People

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.

- Staff may be the understandable target of parental anger and they may be afraid. The Blackdown Pre-School Manager needs to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the Blackdown Pre-School Manager. When dealing with a distraught and angry parent, two members of staff should always be present, one of whom is the Blackdown Pre-School Manager and the other the Chairperson of the management Committee or representative. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

This policy was adopted at a meeting of	Blackdown Pre-School
Held on	13 th October 2021
Date to be reviewed	13 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee



Blackdown Pre-school

1.6 Absentee Policy

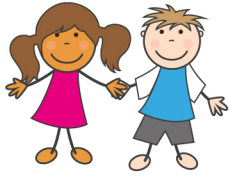
It is important that Blackdown Pre-School is always able to account for all the children registered to attend Blackdown Pre-School. If your child is going to be absent for any reason the following action must be taken:

Parents must telephone the office to report any absence before 9:30 hours on the first day of the child's absence. If you leave a message, you must state the child's name and the reason for his/her absence; you must also leave your own name and a number at which we can contact you.

- We would prefer to speak to you in person, but parents can leave a message on the answerphone: 01252 834293. We will also accept email communication to confirm a child's absence.
- If your child is absent and we have not received notification, then the Manager or Deputy Manager will contact you after registration that same day.
- The Manager/Deputy Manager will call the parent/carer and a record of this will be placed on the child's file.
- The Manager/Deputy Manager will speak personally, i.e. not through text or email.
- If there is no reply, then we will try calling the other parent/carer's work numbers etc. We will also leave a message to call back.
- If the child's non-attendance causes concern regarding the child's welfare, then Safeguarding Procedures will be followed (see Safeguarding Policy paragraph 1.2).
- Parents should notify management of any planned holidays at least two weeks beforehand. If the child is unable to attend and no reasonable notice (at least two weeks) has been given, then the daily fee is applicable for each day the child is absent.
- If the child is absent for more than two consecutive weeks and you are claiming EYFE, then the Surrey Early Years funding team will be notified.
- If a child is registered to attend Blackdown Pre-School on certain days, but is regularly absent, we will be asked to demonstrate to an auditor why we have claimed EYFE for the child for these days. We may be asked to demonstrate what steps we have taken to make sure that the parents are aware of their entitlement and the attendance requirements at Blackdown Pre-School.
- Where you know that the child is likely to be absent for more than two consecutive weeks we may claim EYFE only if the parent has notified us of the date on which the child will return to Blackdown Pre-School. We may only claim EYFE if you give management a date when your child will return to Blackdown Pre-School.

- If your child is on holiday during term time, a 50% retainer fee per session is payable to maintain the child's place.
- If Blackdown Pre-School is closed due to unforeseen circumstances, such as a power failure or heavy snow, parents will still be charged at the normal rate.
- If Blackdown Pre-School is open during poor weather conditions but parents are unable to bring the child to Blackdown Pre-School, parents will still be charged at the normal rate.

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Blackdown Pre-school

1.7 Use of Mobile Phones and Cameras

Policy Statement

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras in Blackdown Pre-School.

Procedures

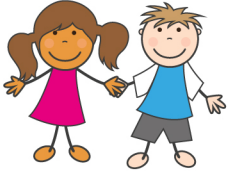
Personal Mobile Phones

- Personal mobile phones belonging to members of staff are not used on the premises during working hours.
- At the beginning of each individual's shift, personal mobile phones are stored in a locked drawer in the Manager's office.
- In the event of an emergency, personal mobile phones may be used in the privacy of the office, with permission from the Manager.
- Members of staff are to ensure that the telephone number of Blackdown Pre-School is known to immediate family and other people who may need to contact them in an emergency.
- If members of staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls, as this will distract them.
- Members of staff must not use their personal mobile phones to take photographs of children on outings.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present. Ofsted regulatory inspectors are allowed to keep their personal mobile phone on them if required for their investigation. However Tribal Inspectors must follow the settings mobile phone procedure.
- We ensure that the landline telephone is connected and working at all times, unless due to circumstances beyond our control. If the landline is not working, the Manager or Deputy Manager will call the Chairperson, immediately. The pre-school mobile phone number will be shared with parents.
- The answerphone is to be checked for messages by the manager first thing in the morning, at 08.00 hours and at the end of the sessions at 14:30 hours. Any messages are to be recorded.

Cameras and Videos

- Members of staff must not bring their own cameras or video recorders into Blackdown Pre-School.
- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within Blackdown Pre-School.
- Photographs or recordings of children are only taken on equipment belonging to Blackdown Pre-School.
- Camera and video use is monitored by Blackdown Pre-School Manager.
- Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included.
- Photographs and recordings of children are only taken of children if written permission to do so is given (on the child's Registration Form).

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Blackdown Pre-school

1.8 Social Networking Policy

It is our responsibility to safeguard all the children within the setting.

Blackdown Pre-School understands that the Internet is part of society and provides opportunities for communication with others. The Internet is ever-changing and, although this policy gives procedures to be followed, if there is any doubt, those involved should approach the manager.

This policy is not to stop staff and parents from conducting legitimate activities on the Internet but serves to identify areas in which conflict can occur and protect the children and families attending Blackdown Pre-School.

This policy refers to sites such as Twitter, Facebook, Myspace, Bebo, You Tube, as well as many more.

Procedures for Staff

Staff members at Blackdown Pre-School are in a professional position, therefore they:

- Must not engage in any activities that may harm the welfare of children or adults in connection with Blackdown Pre-School;
- Must not engage in activities on the Internet which bring Blackdown Pre-School or its associated employees into disrepute;
- Should be aware that social networking sites can be accessed by third parties, therefore information relating to Blackdown Pre-school must not be shared;
- Must understand that it is not appropriate to share work-related information, whether it is pictorial or written
- Must not friend parents of existing children on sites such as Facebook and Twitter.
- An investigation and disciplinary action will be taken against any member of staff found to be in breach of this policy.

Under NO circumstances should comments about Blackdown Pre-School, its staff or children be posted on the Internet unless parents have given permission for children to appear on Tapestry and the Preschool Facebook page. In addition, it is not permissible to make comments which, although they may not name Blackdown Pre-School per se, may still enable it to be identified from the comments made.

If a staff member believes that something has been written which gives rise to concerns, they should report to the manager or chairperson at the soonest opportunity, if necessary, outside of normal working hours.

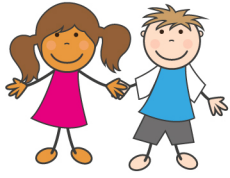
The manager or chairperson must make attempts immediately to contact the person who initiated the comments.

Procedures for Parents

Blackdown Pre-School is responsible for safeguarding the welfare of your children and its staff and expects all parents to respect this. It is therefore requested that :

- No mention is made of Blackdown Pre-School's name, the names of children and staff or other individuals linked to the setting.
- Any photos and/or videos posted on the Internet should be of your child only and should not contain images of any other children from Blackdown Pre-School unless express permission has been granted by individual parents. Failure to comply with this may result in Blackdown Pre-School banning any future photography within Blackdown Pre-School, other than that by professionals or staff for developmental purposes.
- It is not appropriate to air grievances through these sites, and Blackdown Pre-School will take any slanderous comments seriously. There are procedures to follow in the event of a grievance. Please speak to a member of staff, the manager or chairperson in the first instance. If this does not find a resolution, please follow the complaints procedure

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Blackdown Pre-school

1.9 Whistleblowing

Policy Statement

Whistleblowing is an important aspect of safeguarding where staff, volunteers and students are encouraged to share genuine concerns about a colleague's behaviour. The behaviour may not be child abuse but it may contravene the code of conduct or push the boundaries beyond normal limits.

Whistleblowing is very different from a complaint or a grievance. The term whistleblowing generally applies when you are acting as a witness to misconduct that you have witnessed, which threatens other people or children.

The Public Interest Disclosure Act 1998, known as the Whistleblowing Act, is intended to promote internal and regulatory disclosures and encourage workplace accountability and self-regulation. The Act protects the public interest by providing a remedy for individuals who suffer workplace reprisal for raising a genuine concern, whether it is a concern about child safeguarding and welfare systems, financial malpractice, danger, illegality, or other wrongdoing.

A grievance is, by contract, a dispute about your own employment position and has no additional public interest dimension. The **Grievance Policy and Procedure** should be used to resolve these types of disputes. This policy should not be used to reconsider any matters which have already been addressed under grievance, disciplinary, or other procedures.

This policy will apply in cases where you genuinely believe that one or more of the following malpractices has occurred, is occurring, or is likely to occur. Examples of malpractices (but not limited to):

- A criminal offence
- A failure to comply with a legal obligation
- A miscarriage of justice
- The endangering of an individual's health and safety:
- Damage of the environment
- Bribery, corruption (including abuse of authority) or others forms of dishonesty
- Fraud or financial irregularities (including improper or unauthorised use of public funds)
- Actions which are unprofessional, inappropriate or conflict with a general understanding of what is right and wrong

- Deliberate concealing of information tending to show any of the above

Any staff, volunteers or students who are concerned about a colleague's behaviour and fear reprisal for raising a genuine concern should follow the Whistleblowing Procedure as listed below:

If you cannot raise a concern either with the Manager or Chairperson for fear of reprisal, you should contact a prescribed person or body (Please see attached document "*Blowing the whistle to a prescribed person – List of prescribed people and bodies*" Feb 2013. Dept for Business Innovation & Skills.)

An employee can only tell the prescribed person or body if they think the Manager or Chairperson:

- will cover it up
- would treat them unfairly if they complained
- hasn't sorted it out although they've already been informed

It is not necessary for you to prove the breach or failure you are alleging has occurred, or is likely to occur. You may simply raise reasonable suspicion.

If you make an allegation which is not confirmed by a subsequent investigation, no action will be taken against you. However, if it is discovered that you have made an allegation maliciously, disciplinary action may be taken.

Who can give advice?

Advisory, Conciliation, Arbitration Service (ACAS)

Tel: **08457 - 474747**

Public Concern at Work (Whistleblowing charity)

Tel: **020 - 7404 - 6609**

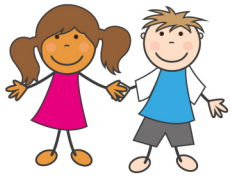
Email: helpline@pcaw.co.uk

Ofsted Whistle-blower Hotline (Monday to Friday 8am to 6pm)

Tel: **0300 - 123 - 3155**

Email: whistleblowing@ofsted.gov.uk

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Blackdown Pre-school

1.10 Physical Handling Policy

Policy Statement

All staff within Blackdown Pre-School aim to help the children take responsibility for their own behaviour. They have a duty of care towards the children who attend Blackdown Pre-School.

Aim

In order to achieve this aim, we operate the following Physical Handling Policy:

- Staff will provide positive role modelling throughout their own behaviour towards each other, children and adults.
- Staff will provide a range of interesting and challenging activities via our curriculum planning.
- Staff will enforce appropriate boundaries and expectations that are realistic to the children's developmental levels and needs.
- Staff will provide positive feedback to children and parents.

Methods

Three main types of Physical Handling are used, as required, in Blackdown Pre-School:

- **Positive handling** : e.g. giving guidance to children in situations such as holding a paintbrush or pencil.
- **Providing emotional support** : e.g. placing an arm around a distressed child.
- **Physical care** : e.g. first aid or toileting.

Staff will exercise appropriate care when using touch, as outlined in our Safeguarding Children Policy; however, our Physical Handling Policy is not intended to imply that staff should no longer touch children.

Physical Intervention

Physical intervention is used in the form of highchairs, stair gates and locked main entrances. This is to ensure the day-to-day safety of children in Blackdown Pre-School. All visitors to Blackdown Pre-School are required to sign a visitor's book and provide ID.

These are appropriate ways of ensuring a child's safety:

Restrictive Physical Intervention

Restrictive Physical Intervention is when a staff member intentionally uses physical force to restrict a child's movement against his/her will. This is used when a child is putting him/herself or others in danger, or damaging property. It also includes when a staff member suspects that, although injury or damage has not yet occurred, it is about to, or when a child attempts to leave Blackdown Pre-School premises.

Physical handling is only used in the context of positive behaviour management approaches and used within the principle of reasonable minimum force.

Where an individual child's behaviour means that there is a probable need to use restrictive physical intervention, Blackdown Pre-School will identify the staff member whose involvement is most appropriate. We will ensure that these staff members have received appropriate training and support in behaviour management, as well as physical intervention.

This training will enable staff members to assess when restrictive physical intervention is warranted, or when its use could worsen a situation. In such a case, staff would use another method of intervention consistent with their duty of care.

When using restrictive physical intervention, **Staff will:**

- Aim for side-by-side contact with the child. Avoid positioning themselves in front (to reduce the risk of being kicked) or behind (to reduce the risk of allegation of sexual misconduct).
- Aim for no gap between the adult and the child's body, where they are side-by-side; this minimises the risk of impact and damage.
- Be aware, in particular, of head positioning, to avoid head butts from the child.

Staff must not :

- Hold the child by 'long' bones; staff must also avoid grasping at joints where pain and damage are most likely.
- Restrict the child's ability to breathe; staff must not hold a child around the chest cavity or stomach.
- Lift the child, if at all possible; staff will hold children rather than lift them.

Blackdown Pre-School will draw from as many different viewpoints as possible when it is known that an individual child's behaviour is likely to require some form of restrictive physical intervention. In particular, the child's parents/carer will be involved with those Blackdown Pre-School members of staff who work with the child, any other visiting staff, including Special Needs Co-ordinator, Educational Psychologists, Portage

Plus workers, the Behaviour Support Team, Speech and Language Therapists and Social Workers. Any outcome from these planning meetings will be recorded and a signature will be sought from the parent/carer to confirm their knowledge of the planned approach. These plans will be reviewed every four to six months, or more frequently if there are major changes in a child's circumstances or behaviour.

Recording and Reporting

Any use of restrictive physical handling will be recorded on our Restrictive Handling Intervention Record form as soon as possible, but certainly within 24 hours. Depending on the nature of the incident, this may also be noted on other records. This includes the accident or incident form and also the child's profile.

After such handling, Blackdown Pre-School will notify parent(s) by a telephone call (or letter home if a telephone call is not possible). The parent(s) will also be given a copy of the record form. The Blackdown Pre-School Manager should also be informed, if not already aware.

Our physical handling policy aims that restrictive physical intervention is used at Blackdown Pre-School only to restore safety. This is for the safety of the child and those around him/her. If such restrictive physical intervention is used during an emergency, this is then reviewed, and plans for future appropriate responses are made by staff members.

This is done via a risk assessment, which considers

- What the risks are
- Who is at risk and how
- What can be done to manage the risk

The risk assessment is used to help with an individual plan that is developed to support a child. The behaviour plan would outline:

- An understanding of what a child is trying to achieve or communicate through his/her behaviour.
- How the environment can be adapted to better meet the child's needs
- How the child can be taught and encouraged to use new and more appropriate behaviours.
- How staff members respond when the child's behaviour is challenging, including responsive strategies.

The responsive strategies used in Blackdown Pre-School are humour, distraction, relocation and offering choices that are direct alternatives to using restrictive physical intervention. The responsive strategies are chosen and used in light of a risk assessment. This risk assessment relates to an individual child and how staff members feel they would cope best with this strategy. When choosing the best strategies to use, the following is considered :

- The risks presented by the child's behaviour
- The potential targets
- Preventive and responsive strategies to manage these risks

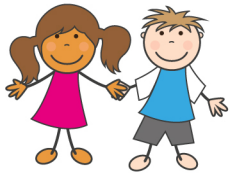
Supporting and Reviewing

Restrictive physical intervention can be very distressing for those children and staff involved. If a situation requires such handling, support will be given to the child so he/she can understand why he/she was held. A record of the child's feelings about the situation will be kept.

Complaints

If anyone (child, carer, staff member or visitor) has a concern about any physical intervention used in Blackdown Pre-School, please refer to our Complaints Procedure.

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Blackdown Pre-school

1.11 Bruising in Children Who are Not Independently Mobile

Introduction

This guidance provides all professionals with a knowledge base and awareness for the management of children who are Not Independently Mobile (NIM) who present with bruising or otherwise suspicious marks.

Children with disabilities who are not mobile should also be considered within this guidance.

Definition

- Bruising is the commonest presenting feature of physical abuse in children. The younger the child, the greater the risk that bruising is non-accidental.
- Any bruising or mark that might be bruising, in a child of any age, should be taken as a matter for inquiry and concern.
- Bruising in a child not independently mobile (any child who is not yet crawling, bottom shuffling, pulling to stand, cruising or walking independently; includes all children under 6 months even if they are rolling, or children with significant disabilities resulting in immobility) should raise suspicion of maltreatment and should result in an immediate referral to Children's Services.
- It is the responsibility of the examining paediatrician to decide whether bruising is consistent with an innocent cause or not, even if a plausible explanation is given by the carer.

Immediate Response

Any child who is found to be **seriously ill or injured, or in need of urgent treatment**, should be referred immediately to hospital before referral to Children's Services.

All other cases should be first referred to social care.

Making a Referral

- Where a decision to refer to social care is made, it is the responsibility of the first professional to learn of, or observe, the bruising to ensure that a referral is made to social care. Wherever possible, discussion of the case with a senior colleague is recommended.

- Children should not be medically examined by any professional other than a medical practitioner.
- Referrals should be made via Surrey's Children's Single Point of access (C-SPA) or via the main Police Switchboard for Police (telephone referral). All telephone referrals to social care via C-SPA should be followed up within 48 hours, with a written referral using the request for support form. (See policy 1.2) Social care and Police will follow Surrey Safeguarding Children's Partnership procedures in making a referral to local Paediatric Teams for medical examination (managing individual cases).

Medical Examination (only to be undertaken by a suitably trained paediatrician)

- A bruise must never be interpreted in isolation and must always be assessed in the context of medical and social care history, developmental stage and explanation given. The examining medical practitioner should obtain relevant information from all available sources, e.g. health visitor, GP, hospital records, social services, nursery etc., which helps in informed decision making.
- A full clinical examination of the whole body of the child or young person should be undertaken. Haematological and biochemical studies, including a clotting screen, should be done to exclude possible medical causes resulting in bruising.
- Any child under 2 years presenting with unexplained bruising should have full skeletal survey, including a CT brain scan (see guidelines for requesting, repeating and reporting on skeletal surveys). Retinal examination by an experienced ophthalmologist is essential to exclude eye injury including retinal haemorrhages.

Recording

The importance of signed, timed, dated, accurate, comprehensive and contemporaneous records cannot be overemphasised. The completed medical examination record form should be circulated within the 'Gold' standard timescales to GP, HV and other involved professionals (refer to multi-agency guidelines to follow when a child is referred for medical examination).

Contact Details

C-SPA (09:00-17:00 hrs): 0300 - 200 - 1006

EDT (17:00 - 09:00 hrs): 01483 - 517898

Police: 101/999 in emergency

For medical advice

Weekdays 09:00 - 17:00 hrs : **Community Paediatric Team Surrey Community Health** (except Epsom area covered by Epsom General Hospital)

Surrey Community Health

North West **01483 - 728201**

South West **01483 - 783211**

East **01483 - 768511**

After working hours, weekends and bank holidays: on-call paediatrician at nearest hospital

St Peters 01932 - 872000

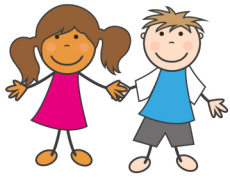
Royal Surrey 01483 - 571122

Frimley Park 01276 - 604604

Surrey & Sussex 01737 - 768511

Epsom General 01372 - 735735

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Blackdown Pre-school

1.12 E-Safety Policy

It is our responsibility to safeguard all the children within the setting.

Blackdown Pre-School understands that technology has developed over recent years and is part of society. Technology is ever-changing and, although this policy always gives procedures to be followed, if there is any doubt, those involved should approach the manager.

E-safety encompasses not only the internet but also wireless communications including mobile phones, cameras, web-cams, Ipads and pc tablets.

The internet contains a wealth of information as well as having a profound effect on the way we communicate. We encourage our staff to recognise the exciting opportunities that technology provides in order to support the learning and development needs of the children who attend our setting. However, we make staff aware of the benefits and risks of such technology.

The registered person who has overall responsibility for ensuring E-safety practice will be managed and implemented effectively within the requirements of the law is the Manager **Miss Kellie Woolley**

The E-Safety lead role will:

- Ensure the settings ICT systems security and virus protection is reviewed and updated regularly.
- Train staff to understand that safeguarding is everybody's responsibility and therefore an agreed, shared approach is to be promoted.
- Keep a log and report e-safety incidents
- Embed e-safety in staff training, continual professional development and across all areas of children's learning and development
- Make sure staff receive relevant information about emerging issues
- Support E-safety awareness amongst children and parents
- Keep up to date with local and national e-safety awareness campaigns and issues surrounding existing, new and emerging technologies.

Appropriate Use of the internet:

- E-safety is included in staff induction procedures
- All staff and volunteers must read and sign the 'Acceptable Use Policy' (AUP)
- All staff and volunteers receive appropriate training, guidance, time and resources to effectively implement online safety.
- Staff are made aware of what is considered acceptable and unacceptable behaviours and that IT equipment belonging to the setting should not be used to access inappropriate material, such as adult or child pornography or that personal equipment containing inappropriate material should not be brought into the setting.
- Staff must report any IT misuse to the Manager or Deputy Manager who will record the incident.
- Staff are made aware that the use of social networking sites in their recreational time on their own computers must not compromise professional integrity or bring the setting into disrepute.
- Staff should not add parents as 'friends' on social networking sites or use their personal IT equipment i.e. smart phone or tablet to communicate with parents both inside and outside of pre-school.
- All staff computers have passwords which are only accessible by the Manager and Deputy Manager. Equipment is 'locked' when left unattended to prevent unauthorised access.
- All staff computers are protected by anti-virus software
- Staff who access our Facebook page via the staff computer are made aware of their responsibilities under the Data Protection Act.
- Cameras and sim cards are the responsibility of the Manager and are locked in filing cabinets at the end of the session by staff.
- Children who use the setting computers are always supervised by staff . The setting computers are filtered to ensure children are not exposed to unsuitable material on the internet and that the content of any materials shown to children are age appropriate.
- If staff or children bring in DVD's to be shown in the setting the Manager is responsible for checking whether they are the appropriate age category
- If inappropriate use of ICT takes place on site by a member of staff then disciplinary action will be taken by the Manager which may lead to dismissal or prosecution. **Note – Where indecent images of children or other unsuitable material are found it is important that the matter is not investigated as any material evaluated by staff as this time may lead to evidence being contaminated which in itself can lead to a criminal prosecution - please see contact details below for further advice**

Reporting criminal online content

You can report criminal online content to the Internet Watch Foundation www.iwf.org.uk or to CEOP www.ceop.police.uk/report-abuse. Reports are confidential and can be submitted anonymously.

The legal framework surrounding e-safety

The Computer Misuse Act 1990 (sections 1-3)
Copyright, Design and Patents Act 1988
Data Protection Act 1998
Malicious Communications Act 1998 (section 1)
Obscene Publications Act 1959 and 1964 Public Order Act 1986 (sections 17-29)
Protection of Children Act 1978 (section 1)
Protection from Harassment Act 1997
The Equality Act 2010
Regulation of Investigatory Powers Act 2000
Sexual Offences Act 2003

Who can give advice?

Contact Centre Children's Team – 0300 200 1006
(concerns about children)

Local Authority Designated Officer (LADO) – Tel: 01372 833826
(concerns about colleagues/staff)

EYCS named person (for safeguarding children and allegations against staff):
South East Surrey – Tel: 01372 833895
North East, North West and South West Surrey – Tel: 01372 833900

Useful websites:

www.thinkuknow.co.uk
www.childnet.com
www.besafeonline.com
www.wisekids.org.uk
www.education.gov.uk/ukccis
www.saferinternet.org
www.safenetwork.org.uk
www.ceop.police.uk
www.ico.org.uk
www.childline.org.uk
www.nspcc.org.uk

Useful documents:

Online Compass Tool (Online Safety Audit Tool)

www.safenetwork.org.uk

Online Safety: A Toolkit for Early Years Settings

www.plymouth.gov.uk/early_years_toolkit.pdf

SSCB Use of Email and Text Messaging by Professionals

www.surreycc.gov.uk/sscb (Guidance and Protocols)

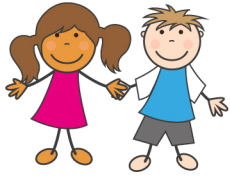
SSCB E-Safety Safe practice with Technology for Practitioners

www.surreycc.gov.uk/sscb (Guidance and Protocols)

Information Commissioner's Office. Social Networking and online forums – when does the

Data Protection Act apply? www.ico.or.uk Surrey Safeguarding Children Board Procedures

This policy was adopted at a meeting of	Blackdown Pre School
Held on	05 th October 2021
Date to be reviewed	05 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-school Committee



Blackdown Pre-school

1.13 Acceptable Use Policy (AUP)

Policy Statement

ICT and related technology such as email, the internet and mobile devices are an expected part of our daily working life. This policy is designed to make sure that all staff are aware of their professional responsibilities when using any form of ICT. All staff are expected to read, understand and sign this policy and adhere at all times to its contents. If you have any concerns or need clarification you can talk to **Miss Kellie Woolley** at Blackdown Preschool who is the E-Safety lead.

- I will comply with the Blackdown Preschool E-Safety Policy
- I understand that using the settings ICT system for a purpose not permitted by Blackdown Preschool may result in disciplinary or criminal procedures.
- I will comply with the ICT system security and not disclose any passwords provided to me by the manager.
- I understand that I am responsible for all activity carried out under my username.
- I will only use the setting's email/internet for professional purposes.
- I will only use the approved secure email system for any setting business.
- I will not install any hardware or software without the permission of the manager.
- I will not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- I understand that my use of the internet and other related technologies can be monitored and logged and be made available, if requested as part of any investigation.
- I will respect copyright and intellectual property rights.
- I will only take, securely store and use images of children, young people or staff for professional purposes in line with the setting's policy and with written consent of the parent, carer or staff member. I will not distribute images outside of the setting without the permission of the parent/carers, member of staff or manager.
- I will make sure that my online activity both inside and outside the setting will not bring my professional role and the settings reputation into disrepute.

- I will follow the E-safety policy and ensure that I am not adding parents from the pre-school as 'friends' on social media and not communicating with them on personal IT equipment including mobile phones and tablets.
- I will support the setting's e-safety policy and help children to be safe and responsible in their use of ICT and related technologies.
- I will report any incidents of concern regarding children's safety to the E-Safety lead or the Deputy DSL.
- I understand that sanctions for disregarding any of the above will be in line with the setting's disciplinary procedures and serious infringement may be referred to the police.

User Signature

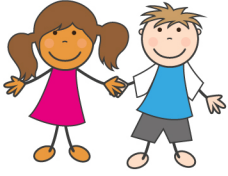
I agree to follow this code of conduct and to support the safe use of the ICT throughout the settings.

Full Name

Job Title

Signature..... Date

This policy was adopted at a meeting of	Blackdown Pre School
Held on	5 th October 2021
Date to be reviewed	5 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-school Committee



Blackdown Pre-school

2.1 Employment

(Including suitability, contingency plans, training and development)

Policy Statement

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

Procedures

Vetting and Staff Selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions, which set out their staff roles and responsibilities.
- All new staff are required to complete a six-month probation period.
- We welcome applications from all sections of the community. Applicants will be considered based on their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the DBS for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, demonstrating that checks have been done, including the date and number of the enhanced DBS check. All staff are required to join the DBS update service.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children - whether received before, or at any time during, their employment with us.

Disqualification

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

Changes to Staff

- We inform Ofsted of any changes in the person responsible for Blackdown Pre-School.

Training and Staff Development

- Blackdown Pre-School Manager and Deputy hold the CACHE Level 3 Diploma for the Children and Young People's Workforce or an equivalent qualification and a minimum of half of our staff hold the CACHE Level 2 Certificate for the Children and Young People's Workforce or an equivalent or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Pre-school Learning Alliance, Surrey County Council and external agencies.
- The Blackdown Pre-School budget allocates resources for training.
- Where Bursaries are provided to staff to offset the cost for training, staff are expected to meet the remainder of the costs themselves.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings every 3 months.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff Taking Medication/Other Substances

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

Managing Staff Absences and Contingency Plans for Emergencies

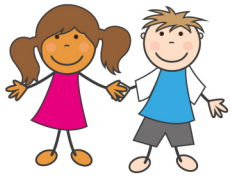
- Staff take their holiday breaks when Blackdown Pre-School is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
- Sick leave is monitored and action is taken where necessary, in accordance with the contract of employment.
- We have contingency plans to cover staff absences, as follows :

A number of personnel, who are DBS checked and who have been interviewed and inducted into Blackdown Pre-School and who are, in some cases, qualified Level 2 and Level 3, are on call as Bank Staff in case of staff absence.

This policy was adopted at a meeting of	Blackdown Pre-School
Held on	13 th October 2021
Date to be reviewed	13 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee

Other useful Pre-School Learning Alliance publications

- Employee Handbook (2019)
- Recruiting and Managing Employees (2011)



Blackdown Pre-school

2.2 Student Placements

Policy Statement

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

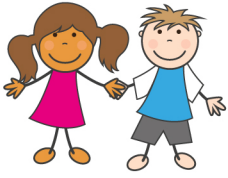
We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Procedures

- We require students on qualification courses to meet the 'suitable people' requirements of Ofsted and have DBS checks carried out.
- We require students in Blackdown Pre-School to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools placing students under the age of 17 years with Blackdown Pre-School to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in Blackdown Pre-School on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by Blackdown Pre-School and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how Blackdown Pre-School is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.

- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of Blackdown Pre-School.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

This policy was adopted at a meeting of	Blackdown Pre-School
Held on	13 th October 2021
Date to be reviewed	13 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee



Blackdown Pre-school

3.1 Induction of Staff, Volunteers and Managers

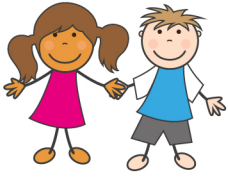
Policy Statement

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

Procedures

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

This policy was adopted at a meeting of	Blackdown Pre-School
Held on	13 th October 2021
Date to be reviewed	13 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee



Blackdown Pre-school

3.2 First Aid

Policy Statement

At Blackdown Pre-School, staff can take action to apply first aid treatment in the event of an accident involving a child or adult. All members of staff hold paediatric first aid certificates and the manager also holds the First Aid at work and are on the premises, or on an outing at any one time.. We aim to ensure that first aid training is local authority approved and is relevant to staff caring for young children.

Procedures

The First Aid Kit

Our first aid kit is accessible at all times, complies with the Health and Safety (First Aid) Regulations 1981, and contains the following items:

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

In addition to the first aid equipment, each box should be supplied with:

- 2 pairs of disposable plastic (PVC or vinyl) gloves.
- 1 plastic disposable apron.
- A children's forehead 'strip' thermometer.
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- No un-prescribed medication is given to children, parents or staff.
- At the time of each child's admission to Blackdown Pre-School, parents' written permission for obtaining emergency medical advice or treatment is sought. Parents sign and date their written approval.

- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Legal framework

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

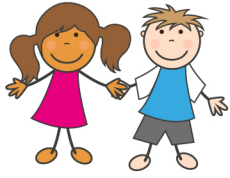
Further guidance

- First Aid at Work: Your questions answered (HSE Revised 2009)
- Basic Advice on First Aid at Work (HSE Revised 2008)
- Guidance on First Aid for Schools (DfEE)

This policy was adopted at a meeting of	Blackdown Pre-School
Held on	13 th October 2021
Date to be reviewed	13 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee

Other useful Pre-School Learning Alliance Publications

- Medication Record (2010)



Blackdown Pre-school

4.1 The Role of the Key Person and Settling-In

Policy Statement

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

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

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

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Blackdown Pre-School must assign a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in Blackdown Pre-School.

Procedures

- We allocate a key person before the child starts, this is based on who the child connects with whilst on settling in sessions.
- In some cases which may warrant it, a home visit may be carried out at the request of the parent. This would be done by either the Manager or Deputy Manager and the child's key worker.
- The key person is responsible for the induction of the family and for settling the child into Blackdown Pre-School. The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.

- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in Blackdown Pre-School and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them each day.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in Blackdown Pre-School, and as the basis for establishing relationships with other staff and children.

Settling-In

- Before a child starts to attend Blackdown Pre-School, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within Blackdown Pre-School, and individual meetings with parents.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's all about me form.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into Blackdown Pre-School.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from Blackdown Pre-School.
- Within the first four weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

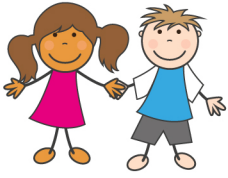
The Progress Check at Age Two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.
- The progress check aims to review the child’s development and ensures that parents have a clear picture of their child’s development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by Blackdown Pre-School to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child’s needs within Blackdown Pre-School and will support parents to understand the child’s needs in order to enhance their development at home.

This policy was adopted at a meeting of	Blackdown Pre-School
Held on	13 th October 2021
Date to be reviewed	13 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee

Other Useful Pre-School Learning Alliance Publications

- Play is What I Do (2010)
- Statutory Framework for the Early Years Foundation Stage (2020) With supporting documentation



Blackdown Pre-school

5.1 Staffing

Policy Statement

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

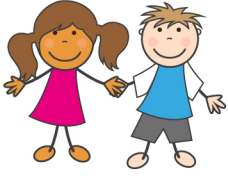
Procedures

- Children aged two years: 1 adult: 4 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult: 8 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over between the hours of 8am and 4pm as follows:
 - there is at least one member of staff for every 13 children; and
 - at least one other member of staff holds a full and relevant level 3 qualification.
- A minimum of three staff/adults are on duty at any one time.
- Each child is assigned a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

This policy was adopted at a meeting of	Blackdown Pre-School
Held on	13 th October 2021
Date to be reviewed	13 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee

Other Useful Pre-School Learning Alliance Publications

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)



Blackdown Pre-school

6.1 Administering Medicines

Policy Statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to Blackdown Pre-School, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in Blackdown Pre-School. If a child has not had a medication before, especially a baby/child under two, it is advised that the parent keeps the child at home for the first 24 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect.

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

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

Procedures

- Children taking prescribed medication must be well enough to attend Blackdown Pre-School.
- Only medication prescribed by a doctor (or other medically qualified person) is administered. It must be in-date and prescribed for the current condition (medicines containing aspirin will only be given if prescribed by a doctor).
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - the full name of child and date of birth;

- the name of medication and strength;
 - who prescribed it;
 - the dosage to be given in Blackdown Pre-School;
 - how the medication should be stored and its expiry date;
 - any possible side effects that may be expected; and
 - the signature of the parent, their printed name and the date.
- Blackdown Pre-School Manager or the Deputy will be administering the medication. The parents will complete a consent form. Medication will be kept in the refrigerator if appropriate. Staff will be verbally briefed by the manager or the deputy on who requires to be given medication and the frequency. Consent Forms are to be kept on the Child's personal record file.
 - The administration of medicine is recorded accurately on our medication form, each time it is given and is signed by the key person/manager. Parents are shown the form and asked to sign the relevant details. The medication form records the:
 - name of the child;
 - name and strength of the medication;
 - date and time of the dose;
 - dose given and method;
 - signature of the key person/manager; and
 - parent's signature.
 - We use the Pre-school medicine form for recording the administration of medicine and comply with the detailed procedures set out in that publication.

Storage of Medicines

- All medication is stored safely in a locked cupboard or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in Blackdown Pre-School to be administered on a regular or as-and-when- required basis. Key persons check that any medication held in Blackdown Pre-School, is in date and return any out-of-date medication back to the parent.
- Medicines are to be kept in a marked plastic container in the main refrigerator in the kitchen or in a locked cupboard in the main office.
- Staff are briefed on this practice during Induction period
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- If rectal diazepam is given, another member of staff must be present and co-signs the form.

- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

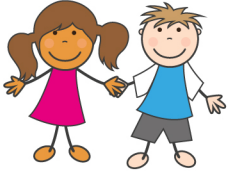
Children Who Have Long Term Medical Conditions and Who May Require Ongoing Medication

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

Managing Medicines on Trips And Outings

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

This policy was adopted at a meeting of	Blackdown Pre-School
Held on	13 th October 2021
Date to be reviewed	13 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee



Blackdown Pre-school

6.2 Managing Children Who Are Sick, Infectious, or With Allergies

(Including reporting notifiable diseases)

Policy Statement

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

Procedures for Children Who Are Sick or Infectious

- If children appear unwell during the day - have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach - the Manager calls the parents and asks them to collect the child, or send a known carer to collect the child on their behalf.
- If a child has a temperature, he/she is kept cool, by removing top clothing and sponging their heads with cool water, but kept away from draughts.
- The child's temperature is taken using a forehead thermometer strip, kept in the first aid box. Any temperature of 38 degrees and above is classed as a temperature. Parents will be called to collect their child.
- If a child requires temperature/pain relieving medication such as Calpol they are not permitted to attend preschool. These medications can mask symptoms of more serious illnesses.
- In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed.
- Parents are asked to take their child to the doctor before returning them to Blackdown Pre-School; Blackdown Pre-School can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 24 hours before returning to Blackdown Pre-School.
- After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.
- Blackdown Pre-School has a list of excludable diseases and current exclusion times. The full list is obtainable from: <https://www.gov.uk/government/publications/infection-control-in-schools-poster> and includes common childhood illnesses such as measles.

Reporting of 'Notifiable Diseases'

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to the Health Protection Agency.
- When Blackdown Pre-School becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

HIV/AIDS/Hepatitis procedure

- HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- Single-use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/slucing clothing after changing.
- Soiled clothing is rinsed and bagged for parents to collect.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

Nits and Head Lice

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

Procedures for Children with Allergies

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

- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Insurance Requirements for Children with Allergies and Disabilities

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

Oral Medication

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

- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- Blackdown Pre-School must be provided with clear written instructions on how to administer such medication.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- Blackdown Pre-School must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

Life Saving Medication and Invasive Treatments

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

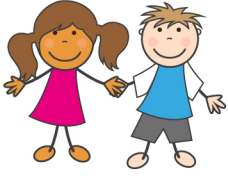
- The provider must have:
 - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
 - written consent from the parent or guardian allowing staff to administer medication; and
 - proof of training in the administration of such medication by the child's GP, a district nurse, children's' nurse specialist or a community paediatric nurse.
- Copies of all three documents relating to these children must first be sent to the pre-school insurance provider. Written confirmation that the insurance has been extended will be issued by return.

Key person for special needs children - children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

- Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.

- The key person must have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.
- Copies of all letters relating to these children must first be sent to the pre-school insurance provider. Written confirmation that the insurance has been extended will be issued by return.

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Held on	13 th October 2021
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Blackdown Pre-school

6.3 Recording and Reporting of Accidents and Incidents

(Including the procedure for reporting accidents and incidents to the HSE under RIDDOR requirements)

Policy Statement

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

Procedures

Our Accident Forms:

- are kept in a safe and secure place;
- are accessible to staff and volunteers, who all know how to complete it; and
- are reviewed at least half-terminly to identify any potential or actual hazards.

Reporting Accidents and Incidents

Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:

- food poisoning affecting two or more children looked after on our premises;
- a serious accident or injury to, or serious illness of, a child in our care and the action we take in response; and
- the death of a child in our care.

Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.

Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.

We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR (the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

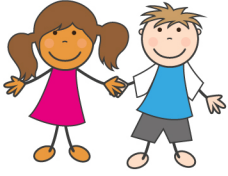
- any work-related accidents leading to an injury to a child or adult, for which they are taken to hospital;

- any work-related injury to a member of staff, which results in them being unable to work for seven consecutive days;
- when a member of staff suffers from a reportable work-related disease or illness;
- any death, of a child or adult, that occurs in connection with activities relating to our work; and
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done; such as a gas leak.

Our Incident forms

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

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Blackdown Pre-school

6.4 Nappy Changing

Policy Statement

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

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

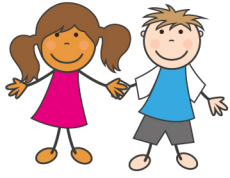
We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures

- Key persons have a list of personalised changing times for the children in their care who are in nappies or 'pull-ups'.
- Key persons undertake changing children in their key groups; back up key persons change them if the key person is absent.
- Changing areas are warm with safe areas to lay children.
- Gloves and aprons are put on by staff before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- Children are encouraged to wash their hands, and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Anti-bacterial hand wash liquid or soap should not be used for young children; young skin is quite delicate and anti-bacterial products kill off certain good bacteria that children need to develop their own natural resistance to infection.

- Key persons are gentle when changing; they avoid pulling faces and making negative comments about 'nappy contents'.
- Key persons do not make inappropriate comments about children's genitals when changing their nappies.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and pull ups are disposed of hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.
- We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies/pull ups in Blackdown Pre-School this may constitute neglect and will be a disciplinary matter.

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Blackdown Pre-school

6.5 Food and Drink

Policy Statement

Our provision regards snack and mealtimes are an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating using resources and materials from the Pre School Learning Alliance, advice from Surrey Early Years and The Catherine Walker Trust. At snack and mealtimes, we aim to provide nutritious food, which meets the children's individual dietary needs. Lunch is provided by parents.

Procedures

We follow these procedures to promote healthy eating in Blackdown Pre-School.

- Before a child starts to attend Blackdown Pre-School, we ask their parents about their dietary needs and preferences, including any allergies. (See the Managing Children who are Sick, Infectious or with Allergies Policy.)
- We record information about each child's dietary needs in the Registration Form and parents sign the form to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs – including any allergies - are up-to-date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.
- We plan the snack menu in advance, involving children and parents in the planning.
- We display the menus of snacks for parents to view.
- We provide nutritious food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.

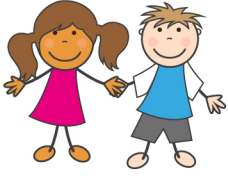
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- We organise snack times so that they are social occasions in which children and staff participate.
- We organise snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day. Children bring in a water bottle also.
- We inform parents who provide food for their children about the storage facilities available in Blackdown Pre-School.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- Children are offered full fat milk or water to drink during the morning and with snack.
- We ask parents and carers when they enrol their child to make a 75 pence per day donation towards the cost of snacks (and resources).

Packed Lunches

Children that remain in Blackdown Pre-School for the longer day are required to bring packed lunches, we:

- ensure perishable contents of packed lunches contain an ice pack provided by the parents to keep food cool during warmer months.
- inform parents of our policy on healthy eating;
- inform parents whether we have facilities to microwave cooked food brought from home;
- encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts, such as yoghurt or crème fraiche, where they can only provide cold food from home. We discourage sweet drinks and can provide children with water or full fat milk;
- discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent.
- provide children bringing packed lunches with plates, cups and cutlery; and
- ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.

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Blackdown Pre-school

6.6 Food Hygiene

Policy Statement

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

- Snacks.

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

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

Procedures

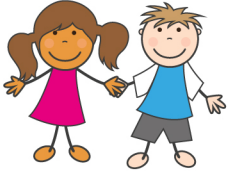
- The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. This is set out in
- Safer Food, Better Business (Food Standards Agency 2011). The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- All staff involved in the preparation and handling of food have received training in food hygiene.
- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently.
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.

- When children take part in cooking activities, they:
 - are always supervised;
 - understand the importance of hand washing and simple hygiene rules;
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment, such as blenders etc.

Reporting of Food Poisoning

- Food poisoning can occur for several reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within Blackdown Pre-School, the Manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.
- Any confirmed cases of food poisoning affecting two or more children looked after on the premises are notified to Ofsted as soon as reasonably practicable, and always within 14 days of the incident.

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Blackdown Pre-school

6.7 Packed Lunch Policy

Policy Statement

Aims of the Policy

- To ensure that all packed lunches brought from home are consumed in preschool (or on outings) providing children with healthy and nutritious food that is like food served in schools, which is now regulated by national standards.
- To make a positive contribution to children's health and Healthy Early Years Status.
- To encourage happy and calm children.
- To contribute to the self-evaluation for review by Ofsted.

National Guidance

The policy was drawn up using a range of national documents including information and a draft policy from the School Food Trust, the Food in school's toolkit (Department of Health) and Food policy in schools – a strategic policy framework for governing bodies (National Governors' Council, (NGC) 2005).

Where, When and To Whom the Policy Applies

To all children and parents providing packed lunches to be consumed within preschool or on outings during normal preschool hours.

Food and Drink in Packed Lunches

- The preschool will provide facilities for children bringing in packed lunches and ensure that free, fresh drinking water is always readily available.
- The preschool will provide attractive and appropriate dining arrangements within children's classrooms.
- The preschool will work with parents to ensure that packed lunches abide by the standards listed below. Pupils are advised to bring packed lunches in insulated bags with freezer blocks where possible to stop the food going off. No food can be reheated.
- The preschool will ensure that packed lunch children will be able to sit and eat together.

Packed Lunches Should Include

- At least one portion of fruit and one portion of vegetables every day e.g. apple, banana, orange, sliced cucumber, tomato, carrot, lettuce,
- One serving of meat, fish or other source of non-dairy protein (e.g. lentils, kidney beans, chickpeas,

hummus) every day. Oily fish, such as salmon, should be given at least once every three weeks.

- One serving of starchy food such as any type of bread, pasta, rice, couscous, noodles or potatoes every day.
- One serving of dairy food such as full-fat milk, cheese, yoghurt, fromage frais or custard everyday
- Drinks of only water and full-fat milk

Packed Lunches Should Not Include:

- Snacks such as crisps. Instead, include seeds, vegetables and fruit (with no added salt, sugar or fat). Savoury crackers or breadsticks served with fruit, vegetables or dairy food are also a good choice.
- Confectionery such as chocolate bars, chocolate-coated biscuits and sweets..

Special Diets and Allergies

The preschool also recognises that some children may require special diets. Parents should ensure the preschool is aware by speaking to the key worker.

Assessment, Evaluation and Reviewing

Packed lunches will be regularly reviewed by staff. If a child regularly brings a packed lunch that does not conform to the policy then the preschool will contact the parents to discuss this and provide them with a copy of the Packed Lunch Policy.

Please note: children with special diets will be given due consideration

Involvement of Parents / Carers:

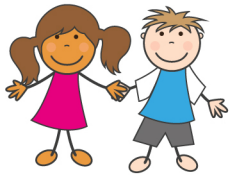
Parents of children wishing to have packed lunches are expected to provide their children with packed lunches which conform to the packed lunch policy. In turn, the preschool will keep the parents informed as per the methods detailed below under “Dissemination of the Policy”.

Dissemination of the Policy:

The preschool will ensure all new and existing parents / carers are aware of the policy.

All preschool staff will be informed of this policy and will support its implementation. The preschool will write to all new and existing parents/carers to inform them of the policy via the preschool newsletter.

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Blackdown Pre-school

7.1 Achieving Positive Behaviour

Policy Statement

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

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

Procedures

The person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour is

Kellie Woolley - Manager

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

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

Strategies with Children Who Engage in Inconsiderate Behaviour

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

Children Under Three Years

- When children under three years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or a frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in Blackdown Pre-School, their key person, is building a strong relationship to provide security to the child.

Rough and Tumble Play and Fantasy Aggression

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

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

Hurtful Behaviour

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.

- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour and through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in Blackdown Pre-School;

- their parent, or carer in Blackdown Pre-School, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Special Educational Needs Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

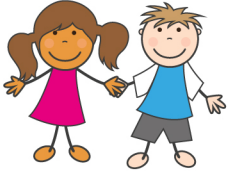
We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

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

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

This policy was adopted at a meeting of	Blackdown Pre-School
Held on	13 th October 2021
Date to be reviewed	13 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee



Blackdown Pre-school

7.2 Biting Policy

Policy Statement

Many children go through stages in their development; that others find unacceptable. Biting is a very unpleasant form of behaviour that is particularly prevalent in children whose language skills are only just developing and can often be an expression of frustration that they have not yet acquired the skills to express what they are feeling. Temper tantrums are another form of behaviour that most children of a similar age or developmental stage go through. Happily, just as temper tantrums eventually diminish with age so usually does biting.

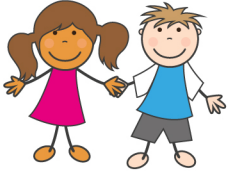
Aim

We aim to teach children in Blackdown Pre-School the best way to express their feelings and behave in a socially appropriate way and to understand the needs and rights of others.

Procedures

- Staff will respond to the incident calmly and quickly
- To comfort the bitten child and administer appropriate first aid.
- To speak to the child who has bitten explaining why biting is unacceptable, that it hurts the other child and show the mark or bruise made.
- The incident will be logged on our incident form
- We will always inform the parents of the child that has bitten and explore with them their strategy for dealing with such incidents if they occur at home or elsewhere. (If their strategy is a direct contradiction of our strategy e.g. parent bites them back) we would explain why we thought this was an inappropriate response
- We have a 'duty of care' towards children's personal needs and aim to teach all children in Blackdown Pre-School the best way to express their feelings and respond to others in a positive way.

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Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee



Blackdown Pre-school

8.1 Health and Safety General Standards

Policy Statement

Blackdown Pre-School believes that the health and safety of children is of paramount importance. We make Blackdown Pre-School a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents, staff and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our members of staff responsible for Health and Safety are:
Miss Kellie Woolley, Blackdown Pre-School Manager
and
Mr Simon Morris, Chairperson Blackdown Pre-School Committee
- They are competent to carry out these responsibilities
- They have undertaken health and safety training and regularly update their knowledge and understanding.
- We display the necessary health and safety poster on:
the Health and Safety Notice Board outside of the office

Insurance Cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in:

the Health and Safety Notice Board outside of the office

Procedures

Awareness Raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.

- Health and safety issues are explained to the parents of new children, so that they understand the part played by these issues in the daily life of Blackdown Pre-School.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a no-smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Safety of Adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs, they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers.

Windows

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

Doors

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

Floors

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

Electrical/Gas Equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- Storage heaters are checked daily to make sure they are not covered.
- There are sufficient sockets to prevent overloading.

- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

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

Outdoor Area

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

Hygiene

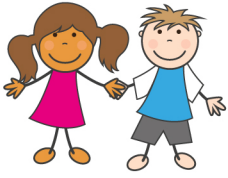
- We seek information from the Health Protection Agency to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for Blackdown Pre-School, which includes the play room(s), kitchen, rest area, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning and checking toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; and

Activities and Resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending Blackdown Pre-School.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.

- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the manager and the management team.

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Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee



Blackdown Pre-school

8.2 Maintaining Children's Safety and Security on Premises

Policy Statement

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

Procedures

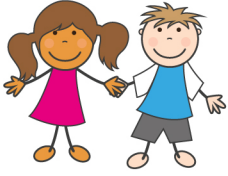
Children's Personal Safety

- We ensure all employed staff have been checked for criminal records via an enhanced DBS through the Criminal Records Bureau and added to the DBS update service.
- Adults do not normally supervise children on their own.
- Children are always supervised by adults.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

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

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Blackdown Pre-school

8.3 Supervision of Children on Outings and Visits

Policy Statement

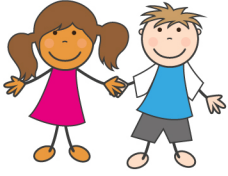
Children benefit from being taken out of Blackdown Pre-School to go on visits, trips to local parks, or other suitable venues, for activities which enhance their learning experiences. Staff in Blackdown Pre-School ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures as laid out below.

Procedures

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of Blackdown Pre-School.
- This general consent details the venues used for daily activities.
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Our adult to child ratio is high, but is dependent on the children's ages, sensibility and the type of venue, as well as how it is to be reached.
- Named children are assigned to individual staff to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.
- Outings are recorded in an outings record book kept in Blackdown Pre-School, stating:
 - The date and time of the outing.
 - The venue and mode of transport used.
 - The names of the staff members assigned to each of the children.
 - The time of return.
- Staff take a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines required for individual children, a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of parents/carers, as well as an accident forms and a copy of our Missing Child Policy.

- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- A minimum of two staff accompany children on outings and a minimum of two remain behind with the rest of the children.

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Blackdown Pre-school

8.4 Risk Assessment

Policy Statement

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

This policy is based on the Pre-school Learning Alliance risk assessment processes, which follow five steps as follows:

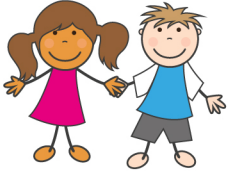
- Identification of a risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, cooks, cleaners etc?
- Assessment as to whether the level of a risk is high, medium, low. This takes into account both the likelihood of it happening, as well as the possible impact if it did.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

Procedures

- Our risk assessment process covers adults and children and includes:
 - determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;
 - checking for and noting hazards and risks indoors and outside, in relation to our premises and activities;
 - assessing the level of risk and who might be affected;
 - deciding which areas need attention; and
 - developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- Where more than five staff and volunteers are employed, the risk assessment is written and is reviewed regularly.

- We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

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Blackdown Pre-school

8.5 Fire Safety and Emergency Evacuation

Policy Statement

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

Procedures

- The basis of fire safety is risk assessment, carried out by a 'competent person'.
- The Manager has received training in fire safety to be competent to carry out the risk assessment; this will be written where there are more than five staff and will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).
- Where we rent premises, we will ensure that we have a copy of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and firefighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and
 - practised regularly, at least once every six weeks.
- Records are kept of fire drills and of the servicing of fire safety equipment.

Emergency Evacuation Procedure

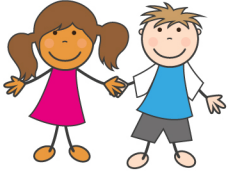
- Fire drills are explained in an appropriate way to the children. They are familiarised with the procedure and the noise of the alarm (whistle) on a termly basis. Practice fire drills are carried out on a termly basis.
- Fire doors/exits are labelled and there is a map showing the layout of the building including exits at each fire point.
- Children are led from the building by the staff to the assembly point which under the cover of the Garrison Community Centre Hub.

- Staff collect the register on the way and once safely off the premises and at the assembly point, a headcount is carried out by the key-persons.
- Practice drills are timed and recorded with any risks/hinderances taken into consideration and recorded.
- In the event of a real fire the manager will contact the emergency services. In the absence of the manager the deputy manager will contact.
- The Manager and deputy Manager will contact the parents in the event of a real fire.

The Fire Drill Record Must Contain:

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

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Blackdown Pre-school

8.6 Animals in Blackdown Pre-School

Policy Statement

Children learn about the natural world, its animals and other living creatures. This may include contact with animals, or other living creatures, either in Blackdown Pre-School or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

Procedures

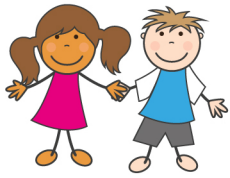
Animals in Blackdown Pre-School as Pets

- We take account of the views of parents and children when selecting an animal or creature to keep as a pet in Blackdown Pre-School.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- We ensure the correct food is offered, at the right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- We register with the local vet and take out appropriate pet care health insurance.
- We make sure all vaccinations and other regular health measures, such as de-worming, are up-to-date and recorded.
- Children are taught correct handling and care of the animal or creature and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Staff wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

Visits to Farms

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

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Blackdown Pre-school

8.7 No Smoking, Drugs and Alcohol Policy

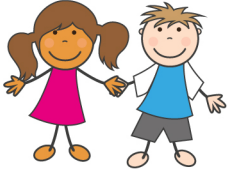
Policy Statement

We comply with Health and Safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making Blackdown Pre-School a No-Smoking environment - both indoors and outdoors. Blackdown Pre-School is also a no Alcohol and Drugs environment.

Procedures

- All staff, parents and volunteers are made aware of our No-Smoking, Drugs and Alcohol Policy.
- We display No-Smoking signs.
- The use of drugs or alcohol is not permitted on the premises
- The No-Smoking, Drugs or Alcohol Policy is stated in our information for parents.
- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staff who smoke do not do so during working hours, unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues. The use of drugs or alcohol is not permitted on the premises. The use of e-cigarettes is prohibited inside the pre-school building and can only be used when staff are off the premises.
- Visitors whose behaviour gives cause for concern that may be attributed to drug or alcohol misuse may be asked to leave the premises.
- Visitors whose behaviour gives cause for concern that may be attributed to drug or alcohol misuse may be asked to leave the premises.
- Any staff member found to be under the influence of drugs or alcohol could face disciplinary action.

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Blackdown Pre-school

8.10 Emergency Closure

The welfare of all the children in the setting are our priority when deciding for emergencies. An emergency closure of the setting may happen due to:

- Fire damage
- Flooding
- Snow
- Ice
- Heatwave
- High level of sickness among staff or children
- Flu pandemic/COVID 19
- No heating or water in the building
- A bereavement
- If there are contractual implications, e.g a change to our terms and conditions.

All staff at Blackdown Preschool have a responsibility to contact parents and inform them of an emergency closure should the need arise. The following procedure must be adhered to should the manage decide or be informed that an emergency procedure is necessary:

1. The manager is responsible for contacting the Chair-person, Ofsted, Deputy Manager, EYFE (Early Years Free Entitlement) and the administrator informing them of the closure.
2. The Deputy Manager is then responsible for contacting all the staff at Blackdown Preschool and informing them of the closure.
3. The Manager and Deputy Manager are responsible for contacting the parents and informing them of the emergency closure.
4. New staff must be notified of the procedure on induction.
5. A notification on our Facebook page will be posted, informing those who have access to the page that we are closed due to an emergency.
6. Parents will receive a text message informing them of a closure.

An emergency bag is in the office. The bag contains parent contact details, first aid kit and water. The Manager and Deputy Manager are responsible for ensuring the contents of the bag are kept full and up to date. In the event of an emergency closure the bag will be collected by either the Manager or the Deputy Manager.

If there is an outbreak of sickness at the setting or if we have any reason to believe that a child is suffering from a notified disease then the Manager will contact Ofsted and act on advice given by Public Health England. A list of notifiable diseases can be found at <https://www.gov.uk/government/organisations/public-health-england>

A copy of the parents contact details will also be kept with the Chairperson should there be no access to the preschool building.

The Manager is responsible for contacting the relevant services e.g fire service, gas, water and electric.

Emergency closures are recorded in the Incident Record book located in the preschool office.

Staff should evacuate buildings via the nearest available exit. Staff are made aware of designated exits at induction.

The group assembly point is located on the green behind the preschool garden.

Reopening after an emergency closure

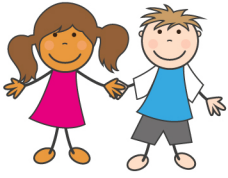
1. The Manager is responsible for contacting the Chair-person, Ofsted, Deputy Manager, EYFS (Early Years Free Entitlement) and administrator to inform them of the reopening.
2. The Deputy Manager is then responsible for contacting all the staff at Blackdown Preschool to inform them of the reopening.
3. The Manager and Deputy Manager are responsible for contacting the parents to inform them of the reopening.
4. A notification on our Facebook page will be posted, informing those who have access to the page when we are reopening.

Snow/Ice Days

On days where the weather prevents people from getting to work there may be a lack of staff at the preschool. In this case, children will be admitted on a first come first served basis and we may have to send some children home if we do not have the staff to look after them. We also reserve the right to shut the preschool if there are insufficient staff.

Please be advised that there are no refunds for missed sessions due to emergency closure.

This policy was adopted at a meeting of	Blackdown Pre-School
Held on	13 th October 2021
Date to be reviewed	13 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee



Blackdown Pre-school

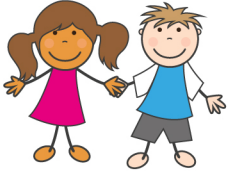
8.11 Sun Policy

Policy Statement

At Blackdown Preschool we believe that the health and safety of children is of paramount importance. Our setting follows the Early Years Foundation Stage guidelines to provide free flow play between indoors and outdoors to extend the children's ongoing development. It is essential that all children are protected from the sun and the following precautions are put in place:

- Sun cream factor 40/50 to be supplied by parents/carers
- Sun cream to be applied by parents/carers prior to session starting
- Sun cream factor 40/50 is re-applied by staff to prevent sunburn
- Sun hats to be provided by parents/carers
- Sun hats to be worn always whilst outside
- Appropriate clothing for outdoor play must be provided, i.e. t-shirts/tops with sleeves
- Appropriate footwear must be provided for outdoor play, i.e. no open toes shoes and/or clogs
- Water Bottles to be supplied by parents/carers
- Water Bottles to be provided whilst child/ren are outside
- Iced water and ice pops to be provided when necessary
- Child/ren to be monitored by staff whilst outside to prevent long periods exposed to the sun
- Child/ren to be encouraged to play in the shade at the height of the sun 11am to 3pm
- A risk assessment carried out to determine whether temperature and sun strength too high to play outside

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Blackdown Pre-school

9.1 Valuing Diversity and Promoting Equality

Policy Statement

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers.

Some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. Blackdown Pre-School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

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

Procedures

Admissions

Blackdown Pre-School is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our Admissions Policy on a fair system.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We do not discriminate against a child or their family, or prevent entry to Blackdown Pre-School, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:
 - disability;
 - race;
 - gender reassignment;
 - religion or belief;
 - sex;
 - sexual orientation;
 - age;
 - pregnancy and maternity; and
 - marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to Blackdown Pre-School for reasons relating to disability.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in Blackdown Pre-School.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by Blackdown Pre-School and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
 - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in Blackdown Pre-School;
 - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
 - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, the premises and will be dealt with immediately and

discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

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

Training

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

Curriculum

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

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

- making children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if Blackdown Pre-School is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;

- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing Diversity in Families

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

Food

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

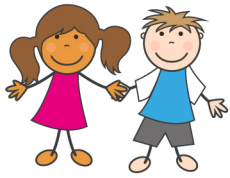
Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of Blackdown Pre-School.
- We positively encourage fathers to be involved in Blackdown Pre-School, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

Monitoring and Reviewing

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

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Date to be reviewed	13 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee



Blackdown Pre-school

9.2 Supporting Children with Special Educational Needs & Disability

Policy Statement

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

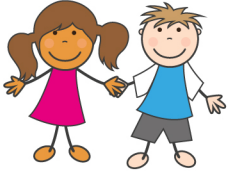
- We have regard for and adhere to the Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.
- Our SENCO is: **Miss Kellie Woolley**.
- We publish details of our provision about SEND via the "Local Offer" which is published by Surrey Local Authority. This information is reviewed annually.
- We ensure that the provision for children with special educational needs is the responsibility of all members of Blackdown Pre-School.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated approach for identifying, assessing and responding to children's special educational needs.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.

- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual support plans for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children when completing their Pathway Plan. The Pathway plan is reviewed regularly to ensure it remains relevant to the individual and to ensure timely intervention.
- We have systems in place for working with other agencies through each stage of Early Help Programme, (EHP), Statutory Assessment and the Statementing process (stage 4 of Continuum of Need).
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism Blackdown Pre-School has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Support Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

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Blackdown Pre-school

10.6 Confidentiality and Client Access to Records

Policy Statement

'Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.'

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

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

Confidentiality Procedures

- Most things that happen between the family, the child and Blackdown Pre-School are confidential to Blackdown Pre-School. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- We always check whether parents regard the information they share with us to be confidential or not.
- Some parents may share information about themselves with other parents as well as with our staff; we cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep see our Children's Records Policy - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive

matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.

- We keep all records securely (see our Children's Records Policy).
- Most information is kept in a manual file. However, our staff may use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept. We do not keep electronic records on children, other than the register and financial data.
- Where it is helpful to keep an electronic copy, we download it onto a disc, labelled with the child's name and kept securely in the child's file. No documents are kept on the hard drive. This is because Blackdown Pre-School s' PC's do not have facilities for confidential user folders.
- Our staff discuss children's general progress and wellbeing together in meetings, but more sensitive information is restricted to our manager and the child's key person, and is shared with other staff on a need to know basis.
- We do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of Blackdown Pre-School.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual us; our practitioners and managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

Client Access to Records Procedures

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

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that Blackdown Pre-School has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to Blackdown Pre-School Manager.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Once a written request has been received records will be ready to view within 10 working days.
- A fee of £10.00 to cover admin costs may be charged to the parent.
- Our manager informs their line manager and legal advice may be sought before sharing a file/I may seek legal advice before sharing a file.
- Our manager goes through the file with their line manager and ensures/I go through the file and ensure] that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.
- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.

- They are asked to reply in writing to our manager giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc, we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals our manager takes a photocopy of the complete file. On the copy of the file, our manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by the line manager and legal advisors to verify that the file has been prepared appropriately.
- What remains is the information recorded by Blackdown Pre-School, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- We photocopy the 'clean copy' again and collate it for the parent to see.
- Our Manager informs the parent that the file is now ready and invites him/ her to make an appointment to view it.
- Our Manager and their Line Manager meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.
- The law requires that the information we hold must be accurate. If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only

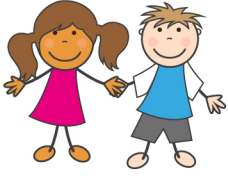
pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.

- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

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

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

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Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee



Blackdown Pre-school

10.1 Blackdown Pre-School Admissions Policy

Statement of Intent

It is our intention to make Blackdown Pre-School accessible to children and families from all sections of the community.

Aim

We aim to ensure that all sections of our community have access to Blackdown Pre-School through open, fair and clearly communicated procedures.

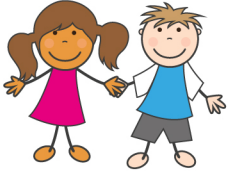
Methods

In order to achieve this aim, we operate the following admissions policy:

- We ensure that the existence of Blackdown Pre-School is widely advertised in places accessible to children from all sections of the community.
- We ensure that information about Blackdown Pre-School is accessible, in written and spoken form, and, where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through signing or an interpreter.
- We arrange our waiting list in birth order. In addition our policy may take into account the following: The vicinity of the home to Blackdown Pre-School and or, siblings already attending Blackdown Pre-School.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe Blackdown Pre-School and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe Blackdown Pre-School and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs and disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- We describe Blackdown Pre-School and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of Blackdown Pre-School.
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our equal opportunities policy widely known.

- We consult with families about the opening times of Blackdown Pre-School to ensure we accommodate a broad range of family need.
- We are flexible about attendance patterns to accommodate the needs of individual children and families.

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Blackdown Pre-school

10.2 Parental Involvement

Policy Statement

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

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

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

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

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

Procedures

- Parents are made to feel welcome in Blackdown Pre-School; they are greeted appropriately, there is adult seating and provision for refreshment.
- We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how Blackdown Pre-School is run and its policies, through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.

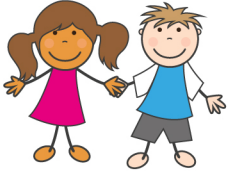
- Information about a child and his or her family is kept confidential within Blackdown Pre-School. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.
- We seek parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.
- Parents are actively encouraged to participate in decision making processes according to the structure in place within Blackdown Pre-School.
- We encourage parents to become involved in the social and cultural life of Blackdown Pre-School and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of Blackdown Pre-School.
- We support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in Blackdown Pre-School in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.

- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in Blackdown Pre-School and about young children's learning, in Blackdown Pre-School and at home. There are opportunities for parents to take active roles in supporting their child's learning in Blackdown Pre-School: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at Blackdown Pre-School:

- Admissions Policy
- Complaints procedure
- Record of complaints
- Developmental records of children

This policy was adopted at a meeting of	Blackdown Pre-School
Held on	13 th October 2021
Date to be reviewed	13 th October 2022
Signed on behalf of the provider	
Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee



Blackdown Pre-school

10.3 Children's Records

Policy Statement

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

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

Procedures

If a child attends another setting, we establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child's records.

We keep two kinds of records on children attending Blackdown Pre-School:

Developmental Records

- These include observations of children in Blackdown Pre-School, photographs, video clips and samples of their work and summary developmental reports.
- These are all accessed online through a secure website.

Personal Records

These may include the following (as applicable):

- Personal details – including the child's registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-being with the parent.

- Early Support – including any additional focussed intervention provided by Blackdown Pre-School (e.g. support for behaviour, language or development that needs an Individual Education Plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, a Statement of Special Educational Need and any information regarding a Looked after Child.
- Correspondence and Reports – including a copy of the child’s 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which our manager keeps secure in an office or other suitably safe place.
- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children’s files is restricted to those authorised to see them and make entries in them, this being [our manager, deputy or designated person for child protection, the child’s key person, or other staff as authorised by our manager and other staff as authorised by me.
- We may be required to hand children’s personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children’s personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with our Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children’s records for three years after they have left *Blackdown Pre-School*; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

Archiving Children’s Files

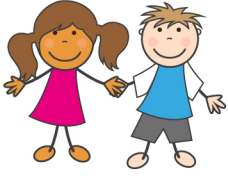
- When a child leaves Blackdown Pre-School, we remove all paper documents from the child’s personal file and place them in a robust envelope, with the child’s name and date of birth on the front and the date they left.
- We seal this and place it in an archive box, stored in our secure archive room for three years. After three years it is destroyed.
- Where there were s.47 child protection investigations, we mark the envelope with a star and archive it for 25 years.
- We store financial information according to our finance procedures.

Other Records

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.

- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in Blackdown Pre-School, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

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Blackdown Pre-school

10.4 Provider's Records

Policy Statement

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

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

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the GDPR 2018 regulations.

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

Procedures

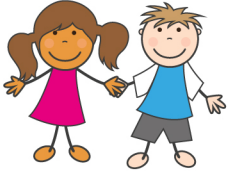
- All records are the responsibility of our management team who to ensure they are kept securely.
- All our records are kept in an orderly way in files and filing is kept up-to-date.
- Our financial records are kept up-to-date for audit purposes.
- We maintain health and safety records; these include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

We notify Ofsted of any:

- change in the address of our premises;

- change to our premises which may affect the space available to us or the quality of childcare we provide;
- change to the name and address of our registered provider, or the provider’s contact information address or contact information;
- For group provision: change to the person managing our provision
- significant event which is likely to affect our suitability to look after children; or
- other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (DfE 2012).

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Blackdown Pre-school

10.5 Transfer of Records to School

Policy Statement

We recognise that children sometimes move to another early years setting before they go on to school, although many will leave Blackdown Pre-School to enter a nursery or reception class.

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

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

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

Procedures

Transfer of Development Records for a Child Moving to Another Early Years Setting or School

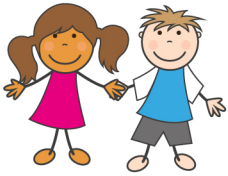
- Using the *Early Outcomes* (DfE 2013) guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
 - any additional language spoken by the child and his or her progress in both languages;
 - any additional needs that have been identified or addressed by Blackdown Pre-School;
 - any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.

- If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

Transfer of Confidential Information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in Blackdown Pre-School and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.
- Where a CAF has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
- Where there has been an s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- We post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.

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Blackdown Pre-school

10.7 Information sharing

'Practitioners need to understand their organisation's position and commitment to information sharing. They need to have confidence in the continued support of their organisation where they have used their professional judgement and shared information professionally.'

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008).

Policy statement

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

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

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

The decision should never be made as an individual, but with the back-up of the management team.

The three critical criteria are:

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

Procedures

Our procedure is based on the seven golden rules for information sharing as set out in *Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)*.

1. *Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.*
 - Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information [both within the setting, as well as] with external agencies.
2. *Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.*

In our setting we ensure parents:

- Receive information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
 - Have information about our Safeguarding Children and Child Protection Policy; and
 - Have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. *Seek advice if you are in any doubt, without disclosing the identity of the person where possible.*
 - Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.
 - Our manager routinely seeks advice and support from their line manager about possible significant harm.
 - Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
 - Our manager seeks advice if they need to share information without consent to disclose.
 4. *Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.*
 - We base decisions to share information without consent on judgements about the facts of the case and whether it is 'in the public interest'.
 - Our guidelines for consent are part of this procedure.
 - Our manager is conversant with this and she is able to advise staff accordingly.

5. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.*

In our setting we:

- record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;
- record decisions made and the reasons why information will be shared and to whom; and
- follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.

6. *Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*

- Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*

- Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

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

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign our Registration Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We give parents copies of the forms they sign.
- We consider the following questions when we need to share:
 - Is there legitimate purpose to us sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?

- Is there a statutory duty or court order requiring us to share the information?
- If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
- If the decision is to share, are we sharing the right information in the right way?
- Have we properly recorded our decision?
- Consent must be *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- We explain our Information Sharing Policy to parents.

Separated parents

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

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

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Name of signatory	Mrs Debbie Goldsmith
Role of signatory (e.g. chair, director or owner)	Treasurer, Blackdown Pre-School Committee



Blackdown Pre-school

10.8 Working in partnership with other agencies

Policy statement

Blackdown Pre-school work in partnership with local and national agencies to promote the well-being of all children.

Procedures

- Blackdown Pre-school work in partnership, or in tandem, with local and national agencies to promote the well-being of children.
- Blackdown Pre-school have procedures in place for the sharing of information about children and families with other agencies. These are set out in our Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.
- Information shared by other agencies with Blackdown Pre-school is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in our setting and respect their professional roles.
- We follow the protocols for working with agencies, for example on child protection.
- We ensure that staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary, we will consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

Held on	13 th October 2021
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Blackdown Pre-school

10.9 Making a Complaint

Policy Statement

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

Procedures

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

Making a Complaint

Stage 1

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

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed by our Manager and signed by the parent.

- Blackdown Pre-School stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our manager and I may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, our manager or I meet with the parent to discuss the outcome.
- We inform parents of the outcome of the investigation within 28 days of him/her making the complaint.
- When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record, which is made available to Ofsted on request.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with our Manager and the Chairperson. The parent may have a friend or partner present if they prefer and our Manager should have the support of the management team.
- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record.

Stage 4

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

Stage 5

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

The Role of the Office for Standards in Education, Children’s Services and Skills (Ofsted) and the Local Surrey Safeguarding Children’s Partnership.

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of Blackdown Pre-School 's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- Parents can complain to Ofsted by telephone or in writing at:
- Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD
- Tel: 0300 123 1231
- These details are displayed on Blackdown Pre-School's notice board.
- If a child appears to be at risk, we will follow the procedures of the Local Safeguarding Children Board.
- In these cases, both the parent and Blackdown Pre-School are informed and our manager work with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

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

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