



GREAT BOWDEN PRE-SCHOOL

Policies and Procedures

Great Bowden Pre-school

www.greatbowdenpre-school

Great Bowden Pre-school – Policies and procedures

(All staff to receive a copy of our Policies and Procedures along with Early year's foundation stage statutory framework 4th January 2024, Working Together to Safeguard children 2023 and OFSTED Early year's inspection handbook. Master copy in the cupboard. Staff to sign to acknowledge they have received and read their copy)

Professional discussions and supervisions will monitor staff's understanding of these policies and procedures.

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SAFEGUARDING CHILDREN POLICY (Working Together to Safeguard Children 2023)

A **‘child’** for the purpose of this policy and procedure is anyone who has not yet reached their 18th birthday.

Safeguarding is the activities, policies and procedures that underpin daily practice for staff, parents and children that prevent or reduce the risk of harm or abuse to children.

Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Child abuse is when another person, whether through action or failing to act, causes injury, death, emotional harm or risk of serious harm to a child. There are many forms of child maltreatment, including neglect, physical abuse, sexual abuse, sexual exploitation, domestic violence, digital technology and emotional abuse.

Implications of Safeguarding Training and Policies in a Pre-School Setting

Safeguarding in early years settings is about **protecting children from harm, abuse, and neglect** while promoting their welfare and well-being. Policies and training ensure that everyone working with children understands their responsibilities and acts appropriately when concerns arise.

◆ 1. Legal and Regulatory Compliance

- **Statutory requirement:** Pre-schools must follow guidance from the *Early Years Foundation Stage (EYFS)* framework, *Keeping Children Safe in Education (KCSIE)*, and local safeguarding partnership procedures.
- **Implication:** Managers must ensure all staff are trained to meet these legal standards, and that safeguarding policies are up to date, signed, and understood by everyone. Failure to comply can result in serious consequences — including *Ofsted sanctions* or *closure*.

◆ 2. Staff Responsibilities and Accountability

- **All staff** must know how to recognise signs of abuse, neglect, or harm.
- **Designated Safeguarding Lead (DSL):** Must be appointed, trained to a higher level, and responsible for reporting and record-keeping.
- **Implication:** Staff must attend **regular safeguarding training** (typically every 1–2 years) and refresh their knowledge continuously.
- Staff must **record concerns accurately** and **report immediately** to the DSL — not investigate themselves.

◆ 3. Creating a Safe and Supportive Environment

- Policies ensure the pre-school has safe recruitment practices (DBS checks, references, etc.) and clear supervision protocols.
- **Implication:** All adults in contact with children must be vetted and trained in behaviour management, supervision ratios, and safe touch.
- Promotes a culture where children feel safe, listened to, and valued.

◆ 4. Consistent Procedures and Record Keeping

- **Clear safeguarding procedures** must outline how concerns are raised, recorded, and shared with external agencies.

- **Implication:** Staff need training in *confidentiality, documentation, and referral processes* (e.g. when to contact the Local Authority Designated Officer).
- Inconsistent recording can lead to *missed warning signs* or *delays in intervention*.

◆ 5. Professional Conduct and Boundaries

- Training reinforces appropriate relationships between staff and children — including guidance on **social media, physical contact, and communication with families**.
- **Implication:** Breaches of conduct can result in disciplinary action and harm the reputation of the setting.

◆ 6. Early Intervention and Child Wellbeing

- Effective safeguarding helps identify issues early — such as developmental concerns, neglect, or domestic abuse — and allows timely support.
- **Implication:** Trained staff can make informed referrals and work collaboratively with health visitors, social workers, and other agencies.

◆ 7. Partnership with Parents and Carers

- Policies promote **open communication** with families while maintaining confidentiality.
- **Implication:** Staff must know how to discuss concerns sensitively and professionally, without causing alarm or breaching privacy.

◆ 8. Continuous Improvement

- Safeguarding policies must be **reviewed annually** and updated in response to new guidance or incidents.
- **Implication:** Ongoing training, supervision, and reflective practice sessions are essential to ensure staff confidence and competence.

✓ In Summary

Safeguarding training and policies:

- Protect children's safety and wellbeing
- Ensure compliance with statutory frameworks
- Build a strong safeguarding culture
- Promote professional accountability and confidence among staff
- Strengthen trust between pre-school, parents, and the wider community

Safer Recruitment Policy

Policy Statement

This pre-school is committed to safeguarding and promoting the welfare of children. Safer recruitment practices help ensure that staff, volunteers, and contractors are suitable to work with children. We follow statutory guidance, including:

- *Working Together to Safeguard Children (2023)*
- *Keeping Children Safe in Education (KCSIE, latest)*
- *Statutory Framework for the Early Years Foundation Stage (EYFS)*

We will take all necessary steps to prevent unsuitable people from working with children and to ensure that recruitment decisions are fair, consistent, and transparent.

Aims

- To ensure children are safeguarded through safe recruitment and selection.
- To apply consistent and thorough procedures to recruit staff and volunteers.
- To deter, identify, and reject unsuitable candidates.
- To meet statutory and regulatory requirements.

Procedures

1. Planning and Advertising

- All job adverts will include a safeguarding statement and commitment to safer recruitment.
- The advert will make clear that an **enhanced DBS check**, references, and identity verification are required.

2. Application and Shortlisting

- All applicants must complete a standard application form (CVs alone are not accepted).
- Gaps in employment history must be explained.
- Shortlisting will be carried out by at least two members of staff, including the Manager/DSL.

3. Interview Stage

- Interviews will include questions that test safeguarding knowledge and attitudes.
- At least one panel member will be trained in **Safer Recruitment**.
- Identity documents will be checked at the interview.

4. Pre-Employment Checks

Before any appointment is confirmed, the following checks will be carried out:

- Enhanced DBS check with barred list check.
- At least two written references, one from the most recent employer.
- Proof of identity, address, and right to work in the UK.
- Verification of qualifications.
- Health declaration to confirm fitness to work with children.
- Overseas checks (if applicable).

5. Induction

- All new staff and volunteers will receive a safeguarding induction, including the **Child Protection and Safeguarding Policy**.
- All new staff must read and sign key safeguarding documents (KCSIE Part One, setting safeguarding policy).

6. Ongoing Monitoring

- Staff suitability will be reviewed continuously through supervision, appraisals, and safeguarding training.
- Any concerns about staff conduct will be dealt with under the **Allegations Against Staff Policy** and safeguarding procedures.

Record Keeping

- A **Single Central Record (SCR)** of recruitment checks will be maintained and regularly updated.
- All recruitment paperwork will be stored securely and in line with data protection requirements.

Responsibilities

- **Manager/DSL** – overall responsibility for safe recruitment practices.
- **Recruitment Panel** – ensuring all checks are completed.

- **All Staff** – promoting safeguarding culture and reporting concerns.

Recruitment and Retention;

Robust recruitment and retention procedures ensure that only suitable people are employed and continued to be employed by the company.

- Job adverts will quote “safeguarding children is our priority” and request DBS and references are undertaken.
- Application forms will ask for full job history and gaps will be challenged during interview.
- Identification documents will be checked to confirm the applicant is eligible to work in the UK.
- During the interview process applicants will be required to complete a series of scenarios to establish their morals and values that test their attitudes towards safeguarding.
- A new advanced DBS will be taken for all new applicants. They will then be expected to sign up for the online update service within 30 days of receiving their certificate.
- It will be made clear to applicants for posts within the setting, that any position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
- All applicants for work for Great Bowden Pre-school will be interviewed before an appointment is made, and will be asked to provide at least two references. All such references will be followed up.

Staff inductions

All staff complete a 6 week induction, to ensure they understand the policies, procedures and staff handbook and are clear in their roles and responsibilities and reporting procedures if they see or hear something that requires reporting. During this time their on-going suitability to work with children is monitored.

Performance management

Regular monitoring/supervisions and peer observations ensure staff maintain the highest level of professional conduct so that children are safeguarded. It is hoped that the regular opportunity for professional discussions will help to identify early, any concerns in staff suitability or potential risks to children.

On-going Suitability

Staff are informed that they 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 during their employment at the setting). This is checked annually.

We maintain a record of staff qualifications and the vetting process. Identity checks are carried out during the interview process to confirm their suitability to work in the UK and to clarify they are who they are claiming to be. A DBS check is completed for every paid and regular volunteer member of the staff team and the reference number and date of issue recorded and kept in the office. Two references are completed and any gaps in employment challenged during the interview and recorded.

We record information about staff taking medication to establish if they are fit to work with the children and that their medication is stored appropriately. (Health Declaration form). Risk assessments are completed for staff whose medication could have a detrimental impact on their suitability to work.

TRAINING

Safeguarding training is in-line with the LCSB Safeguarding Competency Framework that sets the minimum requirements for training, renewed as a minimum every three years. Training will ensure that staff are able to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. Once inductions have been completed and staff reach the end of their probationary period, safeguarding training is embedded into daily practice, for example;

- Regularly staff meetings that provide the opportunity to discuss current issues and changes in legislation or policy.
- Regular company newsletters to inform of relevant information.
- Sharing of local or National news.
- Supervisions and peer reviews.

- Safeguarding training.
- 1:1 professional discussions.

WHAT IS A WELFARE CONCERN?

The key person will have a strong bond with the child and will therefore, be in a position to notice any change that may indicate they are being abused. It is important that you share any of the below indicators with the designated person, who will assess whether the information needs referring;

- Any significant and worrying changes in children's behaviour.
- Any unexplained bruises or marks.
- Any comments children make which give cause for concern.
- Any deterioration in a child's general wellbeing.
- Any disclosures.
- Signs of abuse or neglect are seen.
- Someone tells you directly they have seen or heard something.

HOW TO RESPOND APPROPRIATELY TO SUSPICIONS OF ABUSE:

- React calmly.
- Be aware of your body language and responses.
- Keep responses simple, short, slow and gentle.
- Move away from other children.
- Tell them they have done the right thing in telling you.
- Avoid making judgments.
- Don't promise to keep it a secret.
- Don't stop a child or adult who is talking freely.
- Observe and listen but don't ask for more information.
- All disclosures or observations will be documented before speaking to the designated person.

THE ROLE OF THE DESIGNATED PERSON – your manager, or in their absence the deputy manager.

- To take all necessary steps to keep children safe and well.
- Be alert to any issues for concern in the child's life at home or elsewhere.
- To offer emotional support for the member of staff reporting the concern.
- Liaising with local statutory children's services agencies and with the LSCB.
- Implement the policy and ensure staff understand and comply with it at all times.
- To ensure staff are competent in their knowledge of safeguarding.
- Provide support, advice and guidance to staff.
- Up to date DBS for all staff.
- Liaison with social services.
- Attending case conferences.

Carers will normally be the first point of reference for the designated person, except where the designated person believes it would cause further harm to the child or an adult.

All such suspicions and investigations will remain confidential, shared only by those who need to know. The people most commonly involved will be the setting manager, staff and the committee.

WHAT IS A WELFARE CONCERN?

The key person should have a strong bond with children and will therefore, be in a position to notice and changes that may potentially indicate a child is at risk of significant harm. Any concerns or worries, however minor **MUST** be documented on the Welfare Concern form and shared with the designated person. Indicators may include:

- Any non-accidental bruises or marks
- Any comments or disclosures from the child
- Any deterioration in a child's general well being
- Signs of abuse or neglect

- Someone tells you directly they have seen or heard something concerning.

IMPORTANCE OF KEEPING RECORDS:

A Welfare Concern will be kept in a separate file and stored securely in the cupboard. Only authorised persons are permitted to access these files. Normally these records will be passed to the police and Social Care by the designated person as soon as possible. It is equally important to record the reasons for making the decision **not** to refer to First Response as when the decision is taken to refer. (Please see staff guide 'Record keeping')

CONFIDENTIALITY:

Safeguarding children is extremely confidential and information will only be shared with staff directly involved with an allegation. It is not appropriate to openly talk about any sensitive information and this should never be discussed in a public place.

PLANNING:

Safeguarding children should be, both re-active and pro-active. Staff need to ensure that opportunities for children to talk about worries or concerns are included in their planning and children are given strategies to protect themselves and the confidence and knowledge of how and when to say 'no' and who to report this to.

EARLY HELP (previously known as a CAF)

The term Early Help is used to describe the process of taking action early and as soon as possible to tackle problems emerging for children, young people and their families. It includes universal help that is offered to an entire population to prevent problems developing.

From April 2013, the remit of the Children's Central Duty Team was expanded to include requests for early help. The new name is FIRST RESPONSE. Staff need parents' consent to complete a form, however, please consider taking this route, as quite often early intervention can prevent a more serious incident.

The designated person will complete a 'request for service form'. The emphasis of this form is identification of the circumstances and needs that are causing concern for a child or family, and what needs to be done to improve the situation.

The referrals will be sent by First Response to our locality hub who will collectively consider how best to meet the needs identified.

Children's Duty: 0116 305 0005 and ask for P3 Desk. If you work with children please use the MARF online form.

INFORMING OFSTED

Ofsted must be informed on 0300 1231231 if there are any concerns that a child has suffered serious harm or abuse by another person or if there is an allegation against a member of staff. This must happen within 14 days.

INFORMING LADO

(LADO) Telephone 0116 305 7130. This number does not take direct referrals. If you have any concerns or allegations against a member of staff. You must complete an online referral form to LADO.

THE USE OF MOBILE PHONES AND TABLETS

Staff are not permitted to use their mobile phone or personal camera at any time whilst caring directly for children. Mobile phones must not be in their possession at all times and only used during staff breaks. Any member of staff caught with their mobile phone or personal camera in the presence of children will be subject to disciplinary. The setting will provide a mobile phone for staff to use during outings. Smart watches should be off line during work hours, if a staff member is observed using their smart watch during the session they will be subject to disciplinary and smart watches will not be allowed.

The setting will provide laptop for the electronic recording of observations and assessments. These are locked down so they cannot access the internet and photographs are stored on the external server, so no local files are kept. This ensures that no sensitive data can be misused if the tablets are lost or stolen.

E-SAFETY

We live in age of digital technology and need to keep children safe. Within the setting it is important to ensure that any devices the children have access to will not permit them to view inappropriate data and that children are closely monitored while they use the internet.

The setting face book page will not be-friend children and staff are not to engage in on-line gaming with children at the setting.

Staff should educate and inform children about the dangers of using the internet and how to protect themselves. This can include:

- E-books or stories with an internet theme.
- Circle time or social group discussions.
- Role play equipment.
- Films and media.
- Clear messages about reporting.

Making a child protection referral to Children's Social Care

An adult has a concern about the safety/welfare of a child.

RECORD

Share the concern with the designated person (your manager)

The concern involves immediate risk of significant harm or clear allegation of abuse

The concern involves a serious concern about a child's welfare such as an ongoing serious neglect or emotional harm

There is concern but a lack of information, or uncertainty about whether to refer to children's services

The concern involves ongoing worries about a child's needs being met and the family appear to need co-ordinated support.

The First Response team (previously children's duty team) process all new priority 1 and 2 cases.

The electronic Agency Referral Form (Leicestershire County only) is secure and should be used to report concerns regarding a child or young person that need social work or police intervention.

www.leics.gov.uk/firstresponse

Urgent referrals requiring social work or police intervention on that day can be made by telephone to: 0116 305 0005
If you work with children please use the MARF online form

Ring the professional help line for safeguarding advice, please call

0116 305 5500

(Monday to Friday 9am – 4.30pm).

The term **Early Help** is used to describe the process of taking action early and as soon as possible to tackle problems emerging for children, young people and their families and to avoid the need for involvement of social work teams.

Effective help may occur at any point in a child or young person's life.

Staff, with parents consent can request for services for children, young people and their families who feel they may need some additional support.

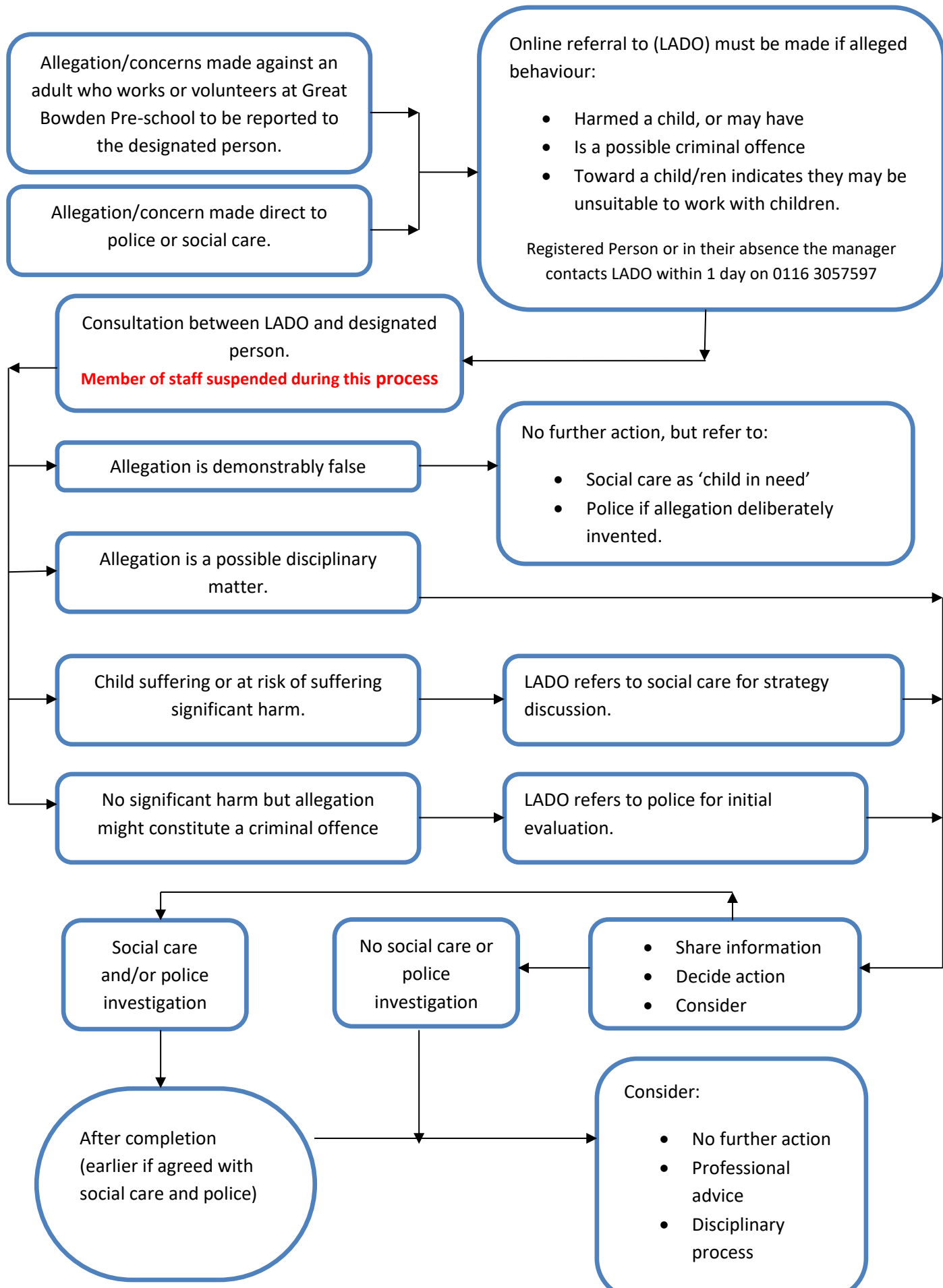
The secure e-form is completed at **www.leics.gov.uk/index/children_families/early_help.htm**

All enquires or referrals where the child or family already have an allocated worker (Social Worker or other type of worker) are to go through the allocated team or worker.

If you are worried that a child is in immediate danger or at risk of immediate harm, please call us on 0116 305 0005 (24hrs a day), or the Police on 101 or 999

Allegations of abuse against adults who work or volunteer at Great Bowden Pre-school

Parents should always complain directly to the childcare setting. The setting must inform Ofsted of any complaints or significant incidents and follow the procedure below:



Whistleblowing Policy and Procedures

Policy Statement

We are committed to the highest standards of openness, integrity, and accountability. Staff, parents, and volunteers are encouraged to report any concerns about wrongdoing, malpractice, or risks to children's safety.

Whistleblowing ensures that concerns can be raised without fear of victimization, and that the setting can respond appropriately to safeguard children and maintain a safe environment.

Aims

- To provide a clear process for raising concerns.
- To protect children and staff from harm, neglect, or unsafe practice.
- To encourage a culture of honesty, fairness, and accountability.
- To reassure staff they will not face detriment for raising genuine concerns.

What is Whistleblowing?

Whistleblowing is when a member of staff or volunteer raises a concern about:

- Unsafe or illegal practices.
- Failure to comply with safeguarding requirements.
- Neglect, harm, or risk to children's welfare.
- Fraud, corruption, or misuse of funds.
- Health and safety risks.
- Covering up wrongdoing.

Legal Framework

This policy is based on:

- Early Years Foundation Stage (EYFS) Statutory Framework
- Working Together to Safeguard Children (2018)
- Public Interest Disclosure Act 1998
- Keeping Children Safe in Education (latest edition, where applicable)

Procedures for Raising Concerns

1. **Internal Reporting**

- Concerns should be reported immediately to the **Manager/Designated Safeguarding Lead (DSL)**.
- If the concern is about the Manager/DSL, staff should report to the **Registered Person/Committee Chair**.

2. **External Reporting**

If staff feel unable to report internally, or the concern has not been dealt with appropriately, they may contact:

- **Ofsted Whistleblowing Hotline:** 0300 123 3155 / whistleblowing@ofsted.gov.uk
- **Local Authority Designated Officer (LADO)** for safeguarding concerns.
- **NSPCC Whistleblowing Advice Line:** 0800 028 0285 / help@nspcc.org.uk

3. **Confidentiality**

- Concerns will be handled sensitively and confidentiality will be respected where possible.
- Anonymous reports will be considered, though they may be harder to investigate.

4. **Protection for Whistleblowers**

- Staff will not face dismissal, victimisation, or discrimination for raising concerns in good faith.
- Malicious or false allegations may result in disciplinary action.

Responsibilities

- **All Staff & Volunteers:** Duty to report concerns immediately.
- **Manager/DSL:** Ensure reports are taken seriously, investigated, and acted upon.
- **Owners/Committee:** Ensure whistleblowing procedures are followed and staff are protected.

Whistleblowing policy.

The whistleblowing policy provides guidelines for staff to report any concerns about misconduct or unethical behavior within the setting, for example if someone is neglecting their duties or doing something illegal. It ensures that staff can raise issues confidentially and without fear of retaliation. In our setting, if we have any concerns we would report it to Jane Haddon (DSL). If staff still has concerns report to the manager, if this has still not been taken seriously report to the committee.

Employees are often the first to realise that there may be something seriously wrong within their setting. However, they may not express their growing concerns because they feel that speaking up would be disloyal to their colleagues. They may also fear harassment or victimisation. In these circumstances, it may be easier to ignore the concern rather than report what may be just suspicion of malpractice and wrongdoing at work.

Great Bowden Pre-school is committed to the highest possible standards of openness, probity and accountability. In line with this commitment, we encourage employees and others with genuine concerns about any person linked with the setting and/or others (e.g. Parents/Carers) to come forward and voice those concerns.

There are existing procedures in place to enable you to lodge a grievance relating to staff's own employment, Parent/Carer concerns or complaints, and issues raised by outside agencies. This Whistle Blowing policy is intended to cover genuine concerns that fall outside the scope of other procedures.

Some signs potential concerns that may be raised through the whistle blowing procedure.

- Changes in staff personality that causes a concern.
- Short tempered, cross with the children.
- Inappropriate language towards children including name calling
- Rough handling.
- Making opportunities to be out of sight or hearing of other staff.
- Neglect i.e. not changing nappies or cleaning up from muddy play.
- Shows disregard for the consequences.
- Can't be bothered attitude.
- Shows favouritism towards a small minority.
- Bullying or intimidating children.
- Breaches of confidentiality.
- Not fit for work through alcohol, drugs or tiredness.
- Rude or abrupt to children or staff.
- No sense of authority.
- Reckless in their actions.
- Using mobiles and other devices such as camera's smart watches. Or social media when caring for children.

Great Bowden Pre-school recognise that the decision to report a concern can be a difficult one to make, not least because of the fear of reprisal. Great Bowden Pre-school will not tolerate harassment or victimisation and will take action to protect you when you raise a concern in good faith. However, should you feel that you have suffered harassment, either directly or indirectly as a result of raising a concern, you should refer to the Employees Handbook, or Complaints Policy?

Great Bowden Pre-school will do its best to protect your identity when you raise a concern. However, it must be appreciated that, in the interests of natural justice, any investigation process may reveal the source of the information and a statement by you may be required as part of the evidence.

Anonymous Allegations

You are strongly encouraged to put your name to any allegation. Concerns expressed anonymously are much less powerful. Anonymous allegations will be considered and any action taken at the discretion of Great Bowden Pre-school and in conjunction with the relevant agencies where appropriate.

In exercising this discretion, the following factors will be taken into account when considering how to deal with any allegations:

- The seriousness of the issues raised;
- The credibility of the allegation;
- The likelihood of confirming the allegation from attributable sources.

Malicious Or Vexatious Allegations - Staff

If you make an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against you. If, however, you make a malicious or vexatious allegation, disciplinary action may be taken against you in accordance with the Great Bowden pre-school Procedures.

HOW TO RAISE A CONCERN (For Employees)

As a first step, you should normally raise concerns with your Manager or deputy. This depends, however, on the seriousness and sensitivity of the issues involved and who you think may be involved in the malpractice. For example, if you believe that your Manager is involved, you should approach the Committee chair.

Concerns are better raised in writing. You are advised to set out background and history of your concerns, giving names, dates and places, where possible, and the reason why you are particularly concerned about the situation.

The earlier you express your concern, the easier it is for Great Bowden pre-school, Social Care or Ofsted to take action. Although you are not expected to prove the truth of an allegation, you will need to demonstrate to the person contacted that there are sufficient grounds for initial enquiries to be made.

POLICY – SPECIAL EDUCATIONAL NEEDS

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special education provision to be made for them.

Children have a learning difficulty if they:

- . Have a significantly greater difficulty in learning than the majority of children of the same age.
- . Have a disability which prevents or hinders them from making use of educational facilities, of a kind generally provided for children of the same age in the preschool environment.
- . Are under compulsory school age and fall within the definition above, or would do so if special educational provision was not made for them.

Children will not be regarded as having a learning difficulty solely because the language, or form of language in their home, is different from the language in the environment where they will be taught.

Special Educational Provision means:

For children of 2 years and above, Educational provision which is additional to or otherwise different from the Educational provision made generally for children of the same age at Great Bowden Preschool.

This policy details how we, at Great Bowden Preschool, will endeavour to ensure, that the necessary provision is made for any child who has Special Educational Needs, and that those needs will be made known to all of the members of staff at Great Bowden Preschool. Great Bowden Preschool will also endeavour to ensure that all staff have the ability to identify and provide for those children who have Special Educational Needs, to allow them to access the activities during the session, together with children who do not have Special Educational Needs, as far as is reasonably practical.

Special Educational Needs- Code of Practice.

The setting will have regard to the Special Educational Needs Code of Practice when carrying out its duties towards children with Special Educational Needs, we will ensure that parents are included in any decision made to provide Special Educational Need for their child.

Partnership with parents.

Partnership with parents plays a key role in enabling children with Special Educational Needs to achieve their full potential. Great Bowden Preschool recognises that parents hold key information and have knowledge and experience, to contribute to the shared view of a child's needs and therefore the best way of supporting them. All parents of children with Special Educational Needs will be treated as partners and supported to play an active and valued role in their child's Education.

The Graduated Approach.

Staff will use the Graduated approach to enable them to identify any Special Educational Needs, this approach consists of:

- . Observations
- . Differentiation
- . Assessment
- . Targeted plans
- . Special Educational Needs and Disability Plans
- . Educational Health Care Plans

Special Educational Needs Co-ordinator

Each setting will have a named co-ordinator. At Great Bowden Preschool the co-ordinator

Is:- Jo Williamson her responsibilities include;

- . Encouraging staff to be familiar with the Special Needs Code of Practice and SEN policy.
- . To encourage parents, particularly those with children with identified Special Educational Needs, to read this policy and to ask the SENCO questions about it.
- . To review and monitor this SEN policy
- . To encourage staff to bring concerns about children to herself as SENCO
- . To assist staff in implementing strategies when working with children
- . To support staff with writing targeted plans, SEND plans and Education Health and care plans, if required to do so
- . To identify and bring about changes needed in the environment and source any specific resources required.

- . To ensure that thought is given to making outings accessible to children with SEN
- . To ensure that positive images of disability are included in the setting and can be found in the books and resources the children have regular access to
- . To seek out and identify training courses that will benefit staff working with children with SEN

Admissions Arrangements

Where a child has a Special Educational Need that has already been identified, parents will be invited into the setting or visited in their home in the term before starting at the setting, they will meet the Key person and the SENCO and discuss the needs, likes and dislikes of their child. During this meeting we will assess whether we need to acquire resources to ensure the children to feel confident and independent.

If the child has a **Portage worker** it is useful if they can be present at and contribute to the meeting.

Data Protection Policy

INTRODUCTION

Great Bowden Pre-school is required to collect, process and retain certain types of information in order to comply with the relevant legislation pertaining to our business.

This policy relates to the protection of Personally Identifiable Data (herein referred to as personal data), that is any piece of data that could identify an individual such as their name, address, date of birth, telephone number, parent's names, email address.

This personal data must be handled in an appropriate manner, whether in paper form or online, to protect the privacy for those which it concerns.

POLICY STATEMENT

Great Bowden Pre-school regards the lawful and correct treatment of personal data of paramount importance. All individuals associated with our setting, children, parents, staff, students and volunteers, have a right to expect that their personal data is treated lawfully and respectfully. To ensure this we adhere to the principles of the General Data Protection Regulations (GDPR) 2018 and subsequent UK guidelines for the collection and processing of personal data.

The GDPR principles (Article 5) requires that personal data shall be:

1. Processed lawfully, fairly and in a transparent manner in relation to individuals;
2. Collected for specified explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes;
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;
4. Accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay
5. Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals; and

6. Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

In addition Article 5 (2) requires that:

- The controller shall be responsible for, and be able to demonstrate, compliance with the principles
(Source: The Information Commissioner's Office)

RESPONSIBILITIES

- We are registered with the Information Commissioner's Office (ICO) – registration number ZA455511
- We have appointed Diane Cancelliere as the Data Protection Lead for our setting. Their responsibilities include the provision of privacy statements, updating this (and related) policies on an annual basis, undertaking an annual audit of our data protection systems and processes, monitoring staff with regards to appropriate handling of data and ensuring systems are in place to maintain the accuracy of the data we hold.
- We will provide privacy notices to parents staff, students and volunteers that detail how we:
 - Meet the GDPR regarding the collection of their personal data;
 - Fulfil our obligations to specify our lawful basis for processing their data and the purposes for which it will be used;
 - Collect and process only appropriate data that is required to fulfil the operational needs of the business and to comply with legislation;
 - Ensure the quality of the data used and that it is timely, accurate and kept up to date;
 - Ensure those associated with our setting are fully communicated to regarding their right to be informed that data collection and processing is undertaken, to their right of access to their personal information, their right to withdraw consent (where given) and their right to be forgotten and to correct, rectify, block or erase inaccurate data;
 - Set out transparent procedures for responding to requests for information;
 - Share information, and with whom we may share and the circumstances for doing so; and
 - Store both current and historical data.
- Staff receive training in our processes for handling personal data.
- Staff are appropriately supervised when handling personal data.
- Breaches of data protection by staff may lead to disciplinary action being taken by our setting.
- A data audit is carried out annually by the Data Protection Lead for the purposes of identifying that data held, our lawful basis for processing, the systems and processes in place to ensure the accuracy of the data and the identified retention periods of historical data.
- Data Sharing Agreements are in place with organisations with whom we collect and share personal data (See our Privacy Notice for specific information)
- Organisations who process data on our behalf provide a Data Sharing Contract/Policy detailing how they protect the data provided. These are available to parents, staff, students and volunteers upon request.
- Our email systems are encrypted to prevent unauthorised access to any data shared by this means (see our Acceptable Internet Use Policy)
- Are IT systems and electronic devices are password protected to prevent unauthorised contact (see our Acceptable Internet Use Policy)
- Parents, staff, students and volunteers within our setting have a right to know that the data shared with us will be regarded as confidential, as well as to be informed of the circumstances when, and the reasons why, we may be obliged to share information either with or without consent.
- We are obliged to share information without authorisation from the person who provided it, or to whom it relates, when:
 - There is evidence that a child is suffering, or is at risk of suffering, significant harm;
 - There is reasonable cause to suspect that a child may be suffering, or is at risk of suffering, significant harm;

- It is to prevent a crime from being committed or to intervene where one may have been; and/or
- Not sharing the information could be worse than the outcome of having shared it.
- Parents, staff, students and volunteers have a right to access their personal data and request that any inaccurate data is rectified and/or deleted. All such requests to access the information held on an individual should be made, in writing, to the Data Protection Lead.
- If parents, staff, students or volunteers have concerns relating to the way your personal data is handled this should be raised in the first instance with the Data Protection Lead for our setting.
- If you are still dissatisfied after raising your concern you make a complaint to the Information Commissioner's Office (ICO) by writing to Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire SK9 5AF or via their website ico.org.uk

Acceptable Internet Use Policy

Introduction

The internet should be considered part of everyday life with children and young people seen to be at the forefront of this on-line generation. Knowledge and experience of information and communication technology (ICT) should be considered an essential life skill. Developmentally appropriate access to computers and the internet in the early years will significantly contribute to children and young people's enjoyment of learning and development. This policy forms part of our Data Protection policies and procedures to ensure compliance with the GDPR (General Data Protection Regulations) and the Data Protection Act 2018.

Children and young people will learn most effectively where they are given managed access to computers and control of their own learning experiences, however such use carries an element of risk. Early Years practitioners and managers, in partnership with parents and carers, should consider it their duty to make children and young people aware of the potential risks associated with online technologies. This will empower them with the knowledge and skills to keep safe, without limiting their learning opportunities and experiences.

Policy statement

This policy will outline safe and effective practice in the use of the internet. It will provide advice on acceptable use and effective control measures to enable children, young people and adults to use ICT resources in a safer online environment.

The policy applies to all individuals who are to have access to or be users of work related ICT systems. This will include children and young people, parents and carers, early year's managers and practitioners, volunteers, students, committee members, visitors and contractors. This list is not to be considered exhaustive.

This policy will apply to internet access through any medium, for example computers, mobile phones, tablets and gaming machines. Before the use of any new technologies they will be examined to determine potential learning and development opportunities. Their use will be risk assessed before considering whether they are appropriate for use by children and young people.

Responsibilities

The Designated Safeguarding Lead (DSL) is to be responsible for online safety and will manage the implementation of this policy. In our setting the DSL is Jane Haddon.

The Designated Person for Safeguarding will ensure:

- Day to day responsibility for online safety issues and will have a leading role in implementing, monitoring and reviewing this Policy.
- All ICT users are made aware of the procedures that must be followed should a potentially unsafe or inappropriate online incident take place.
- Recording, reporting, monitoring and filing of reports should a potentially unsafe or inappropriate online incident occur. This must include the creation of an incident log to be used to inform future online safety practice.
- All necessary actions are taken to minimise the risk of any identified unsafe or inappropriate online incidents reoccurring.
- Regular meetings take place with the registered person and/or managers to discuss current issues and review incident reports.
- Effective training and online safety advice is delivered and available to all early years managers and practitioners, including advisory support to children, young people, parents and carers as necessary.
- Liaison, where appropriate, with other agencies in respect of current online safety practices and the reporting and management of significant incidents.

Managing online access

Password security

Maintaining password security is an essential requirement for early year's managers and practitioners particularly where they are to have access to sensitive information. A list of all authorised ICT users and their level of access is to be maintained and access to sensitive and personal data is to be restricted.

- Early year's managers and practitioners are responsible for keeping their passwords secure and must ensure they are updated once every 60 days. All users must have strong passwords, for example a combination of numbers, symbols and lower and upper case letters.
- Sharing passwords is not considered to be secure practice. Where children and young people are to be enabled to create their own password a copy of such will be kept on file for reference.
- All computers and laptops should be set to 'timeout' the current user session should they become idle for an identified period.
- All ICT users must 'log out' of their accounts should they need to leave a computer unattended.
- If ICT users become aware that password security has been compromised or shared, either intentionally or unintentionally, the concern must be reported to the Designated Person for Safeguarding.

Internet access

- The internet access for all users will be managed and moderated in order to protect them from deliberate or unintentional misuse. Every reasonable precaution will be taken to ensure the safe use of the internet. However, it must be recognised that it is impossible to safeguard against every eventuality.
- The following control measures will be implemented which will manage internet access and minimise risk:
 - Secure broadband or wireless access
 - A secure, filtered, managed internet service provider and/or learning platform.
 - Secure email accounts.
 - Regularly monitored and updated anti-virus protection.
 - A secure password system
 - An agreed list of assigned authorised users with controlled access
 - Effective audit, monitoring and review procedures.
- Online activity is monitored to ensure access is given to appropriate materials only. Computers, laptops, tablets and gaming machines are sited in areas of high visibility to ensure children, young people and adults are closely supervised and their online use appropriately monitored.
- Should children, young people or adults discover potentially unsafe or inappropriate material, they must hide the content from view. For example, the window will be minimised and/or the monitor (not Computer) will be turned off. All such incidents must be reported to the DPS who must ensure a report of the incident is made and take any further actions necessary.
- All managers and practitioners will be made aware of the risks of compromising security, for example from connecting personal mobile devices to work related ICT systems. Such use is avoided but should it, on occasion, be unavoidable it will be subject to explicit authorisation of the Designated Person for Safeguarding. Such use will be stringently monitored.
- Should it be necessary to download unknown files or programmes from the internet to any work related system it will only be actioned by authorised ICT users with permission from the Designated Person for Safeguarding (DPS). Such use will be effectively managed and monitored.
- All users are responsible for reporting any concerns encountered using online technologies to the DPS.

Online communications

- All official communications must occur through secure filtered email accounts.
- All email correspondence will be subject to scrutiny and monitoring.
- All ICT users are expected to write online communications in a professional, polite, respectful and non-abusive manner. The use of emoticons is not permitted.
- A filtered internet server is used to monitor and prevent offensive material or spam. Should, on occasions, security systems not be able to identify and remove such materials the incident will be reported to the Designated Person for safeguarding immediately.

- Communications between children and adults by whatever method should take place within clear and explicit professional boundaries. Early years managers and practitioners will not share any personal information with any child or young person associated with the setting. They will not request or respond to any personal information from the child or young person other than which might be considered appropriate as part of their professional role. Advice should be sought from the DPS before engaging in any such communication.
- Early years managers and practitioners must ensure that all communications are transparent and open to scrutiny
- All ICT users should refrain from opening emails where they do not know the sender or where the content or format looks suspicious.
- Online communication is not considered private or confidential for safeguarding and security purposes. All users must seek advice from the DPS and the local Safeguarding Children Board as to how information should be relayed.
- Children and young people will be enabled to use online equipment and resources when it is considered, in consultation with parents and carers, that they have the developmental knowledge and understanding to recognise some of the benefits and risks of such communication. Access to online communication will always be supervised by an adult.
- When children and young people access online communications and communities a nickname must be adopted to protect their identity and ensure anonymity.

Managing multimedia technologies

Many devices are equipped with internet access, GPS, cameras and video and audio recording functions. A risk assessment is completed to minimise risk of using technologies whilst maximising the opportunities for children and young people to access such resources.

- Access to a range of age appropriate websites are available. Children and young people are advised, in an age appropriate manner, that they should be careful whilst online and that not everyone is who they say they are.
- All ICT users and the DPS must only use moderated sites to afford maximum protection. Non-moderated websites allow for content to be added and removed by others.
- Children and young children will not be permitted to post images on any website or profile.

Social networking sites

- Access to social networking sites is not permitted by children and young people in the setting.
- Early years managers and practitioners are not permitted to use work related technologies for personal access to networking sites.
- The use of these sites in
- Adult's recreational time cannot be restricted however early years managers and practitioners must adhere to our professional conduct agreement. Content which may compromise professional integrity or will bring the setting into disrepute is not permissible and may result in disciplinary action.

- It is not permissible for early year's managers or practitioners to engage in personal online communications with children, young people, parents or carers. This includes the use of social media networking platforms such as Facebook and Twitter.
- Any known misuse, negative and/or anti-social practices must be reported immediately to the DPS.

THE PREVENT DUTY & PROMOTING BRITISH VALUES

From the 1st July 2015 all schools, registered early years' childcare providers and registered later years' childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" This duty is known as the Prevent Duty.

Here at Great Bowden Pre-school we take safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will endeavour to:

- Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- We will build the children's resilience by promoting fundamental British values and enable them to challenge extremist views (In early years, the statutory framework for the EYFS sets standards for learning, development and care for children 0-5, thereby assisting personal, social and emotional development and understanding of the world)
- We will assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology.
- We will ensure staff understand the risks so they can respond in an appropriate and proportionate way.
- We will be aware of the online risk of radicalisation through the use of social media and the internet.
- As with managing our safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour, demeanour or personality quickly.
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly.
- We will work in partnership with our local LSCB for guidance and support.
- We will build up an effective engagement with parents/carers and families (This is important as they are in a key person position to spot signs of radicalisation)
- We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them in the right direction and the right support mechanisms.
- We will ensure that our DSO's will undertake Prevent awareness training (as a minimum) so that they can offer advice and support to other members of staff.
- We will ensure that any resources used in the nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

For further information with regards to how the EYFS can help children and staff understand British Values and The Prevent Duty, please refer to sections Personal, Social and Emotional Development (PSED) and Understanding the World (UTW)

To help understand how this is put into practice a few examples are as follows:

Democracy: Making decisions together: PSED

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of Law: Understanding rules matter: PSED

- Staff can ensure that children understand their own and other's behaviours and its consequences, and to distinguish right from wrong.
- Staff can collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up and ensure all children understand rules apply to everyone.

Individual Liberty: Freedom for all: PSED & UTW

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example, in a small group discuss how they feel about the transition from nursery to school.

Mutual Respect and Tolerance: treat others as you want to be treated: PSED & UTW

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and other among families, faiths, communities, cultures and traditions and share practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other people's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable?

- Actively promoting intolerance of other faiths, cultures and races/
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community.
- Failure to challenge behaviours (whether this is staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

We believe that all the activities should be open to all children and families, and to all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with, our pre-school have an equal chance to do so.

We will:

- Celebrate and respect diversity in the immediate and wider society
- Ensure all children, staff and parents feel valued
- Ensure all children are included and feel good about themselves
- Resources reflect diversity
- Treat all children with individual and equal concern

Multicultural activities are included in our setting to enhance children's awareness and understanding of the multicultural society we live in.

PROCEDURE – MANAGING BEHAVIOUR

All adults should:

- Lead from the front and be a positive role model.
- Encourage sharing and turn-taking.
- Distract children from doing unacceptable behaviour.
- Praise all good behaviour.
- Reward good behaviour with praise and stickers.
- Ignore unacceptable behaviour unless it becomes dangerous or upsetting for another child.
- If the unacceptable behaviour continues remove the child from the situation.
- Get down to the child's level and explain why their actions are unacceptable.
- Encourage the child to engage in a new activity.

Adults Are Not To:

- SHOUT
- HUMILIATE A CHILD
- ISOLATE A CHILD
- PHYSICALLY HANDLE A CHILD

Reoccurring problems in behaviour will be dealt with in partnership with the parents/carers and the use of reward charts will be encouraged.

POLICY - PHYSICAL INTERVENTION

There may be occasions when it is necessary for a member of staff to restrain a child for the safety of that child or other children. Restraining a child should be a last resort and only when necessary for the safety of the child. If you need to restrain a child, you **MUST** complete the relevant form and inform the manager.

PROCEDURE - RISK ASSESSMENT

At Great Bowden Pre-school we use five simple steps to assess risks:

- Identify the hazards.
- Decide who might be harmed and how.
- Evaluate the risks and decide on the precautions.
- Record our findings and implement them.
- Review our assessment and update as necessary.

The setting manager/deputy is responsible for conducting the risk assessment for the building, and local outings. It is important to get the balance right between carrying out suitable risk assessment procedures to protect the children from harm or injury yet allowing them to be active, to learn and to take calculated risks.

We complete the following risk assessments as a minimum:

- A general risk assessment has been carried for the setting and will be reviewed every 12 months.
- Risk assessments have been carried out for the main places visited on outings and followed up with an outings slip to be completed before each outing.
- Any booked trips require a full risk assessment to be carried out by the setting manager/deputy.

POLICY - SHARING INFORMATION

We need to share information with parents/carers.

- Information about the setting will always be available to parents through the policies, prospectus, notice board, newsletters and website.
- Information about the activities and child development.
- Information including photos of the staff with details of the qualifications will be available in the main entrance.
- Policies and procedures are available on request and a copy available on the notice board.
- There will be a poster on display informing parents how to complain.
- Each family will have a key person who can develop a trusting relationship with the child offering him/her security. The key person will share developmental records with parents - these will remain confidential between pre-school staff and family.

The setting will share information about a child's progress with any other settings that the child attends, this will ensure continuity of teaching and learning and have a positive impact on the child's development. The key person needs to provide an overview of the child's development, next steps and interests and work together in the best interest of the child.

Information will always be shared with other professionals for the safety of the child.

Health and Safety.

Policy statement

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- 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.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in: **The small room Notice Board**

Procedures

- 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.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at our staff meetings.
- First aid training for all staff, which will last for 3 years, then will be renewed for all staff.
- We operate a no-smoking policy.
- We make children aware of health and safety issues through discussions, planned activities and routines

Building and Equipment

- Our windows above the ground floor are secured so that children cannot climb through them.
- We ensure that any blind cords are secured safely and do not pose strangulation risk for young children.
- Doors are locked when the children have entered.
- The floors are checked on a daily basis.
- All the electrical equipment is pat tested on a regular basis.
- All sockets are situated up high so the children cannot reach.

- Equipment is checked daily, as we are setting up and putting equipment away.
- Outdoor area is securely fenced.
- Outdoor equipment is checked on a daily basis.
- Sand tray is covered, sand changed regularly.
- We supervise outdoor activities at all times.

Hygiene:

- Our daily routines encourage the children to learn about personal hygiene.
- We have daily cleaning routines including cleaning the tables between activities.
- We clean resources and equipment, dressing-up clothes and furnishings.

We have procedures for health and safety this includes:

- Food allergies.
- Illness. Administering medication. Ongoing medical needs.
- Emergency or Accidents.
- Nappy changing.
- Sleep checks
- Person collecting the child.
- Late collection.
- Missing child
- Visitors.
- Fire Evacuation.

Food Allergens

Great Bowden Pre-school will ensure all staff and volunteers comply with The Food Information Regulation.

Staff will give parents and children information about the allergenic ingredients used in any food or drink provided to children and staff.

Parents provide information about any allergies or intolerances that a child may have and provide allergen information about the food you provide when they start and if it changes during their time at the setting on an 'Individual Food Allergen Plan' and kept in the room.

Children who have any allergens will have a care plan that details the signs and symptoms and what to do in the event of a reaction.

All staff must provide information that is accurate, consistent and verifiable upon challenge.

Which foods can cause allergy?

Cereals containing gluten such as wheat, rye, barley, oats, spelt or khorasan

Crustaceans for example prawns, crabs, lobster, crayfish

Eggs

Fish

Peanuts

Soybeans

Milk

Nuts such as almonds, hazelnuts, walnuts, cashews, pecan nuts, Brazil nuts, pistachio nuts, macadamia (or Queensland) nuts

Celery (including celeriac)

Mustard

Sesame seeds

Sulphur dioxide (>10mg/kg or 10mg/L)

Lupine

Mollusc for example clams, mussels, whelks, oysters, snails and squid

Procedure – Food Allergen

- Inform parents of the snacks we offer.

- Party food should be discussed with the parents.
- Check the ingredients of messy play activities against children that have food allergens and complete an activity allergen content form which is displayed for parents.

Safer Eating Policy

Policy Statement

We are committed to ensuring that all children in our care eat safely and healthily. Mealtimes are an important part of children's development, offering opportunities for learning, independence, and social interaction. Our priority is to reduce the risks of choking, allergic reactions, foodborne illness, and poor nutrition.

Aims of the Policy

- To provide a safe eating environment for all children.
- To minimise the risk of choking through safe food preparation and supervision.
- To prevent allergic reactions by careful planning, staff awareness, and partnership with families.
- To encourage healthy, balanced eating in line with Early Years Foundation Stage (EYFS) requirements and government healthy eating guidance.
- To ensure food hygiene standards are maintained at all times.

Legal & Regulatory Framework

This policy is based on:

- Early Years Foundation Stage (EYFS) Statutory Framework
- Food Safety Act 1990 & Food Hygiene (England) Regulations 2006
- Food Standards Agency (FSA) Guidance
- Health and Safety at Work Act 1974
- Allergy UK & NHS guidance

Procedures

1. Choking Prevention

- Food is prepared in an age-appropriate way (e.g., grapes, cherry tomatoes, and similar foods cut lengthways; hard foods such as carrots softened).
- Nuts and whole grapes are **not** served to children under 5.
- Children are always seated when eating and are supervised by staff.
- Staff are trained in paediatric first aid, including how to respond to choking.

2. Allergy & Dietary Needs

- All parents/carers complete an **Allergy & Dietary Information Form** on admission.
- Individual Health Care Plans are created for children with allergies.
- Allergens are clearly identified and avoided; food is labelled where relevant.
- Staff are trained to recognise and respond to allergic reactions (anaphylaxis) and know how to use prescribed medication (e.g., EpiPen).
- No food is shared between children.

3. Food Hygiene & Safety

- All staff handling food must hold a valid Food Hygiene Certificate.
- Hands are washed before and after handling food.
- Kitchen and eating areas are cleaned before and after use.
- Food is stored, prepared, and served according to food safety standards (checking use-by dates, correct refrigeration, avoiding cross-contamination).

4. Healthy Eating

- Menus are planned to offer a balanced diet with fruits, vegetables, protein, dairy, and carbohydrates.
- Sugary, salty, or highly processed foods are limited.
- Water and milk are offered as the main drinks.
- Cultural, religious, and medical dietary needs are respected.
- Mealtimes are used to encourage positive eating habits, independence, and social skills.

5. Partnership with Families

- Parents/carers are consulted about their child's dietary needs and preferences.
- Information about healthy eating and safe food practices is shared with families.
- Parents are asked not to bring food containing nuts or other restricted items into the setting.

Roles & Responsibilities

- **Manager/Health & Safety Lead:** Ensures compliance with food safety regulations and staff training.
- **All Staff:** Follow this policy, supervise mealtimes, and report concerns immediately.
- **DSL/First Aiders:** Respond to medical emergencies (choking, allergic reactions).
- **Parents/Carers:** Provide accurate, up-to-date dietary information.

Monitoring & Review

- This policy will be reviewed annually or sooner if new legislation, guidance, or risks emerge.
- Regular risk assessments will be carried out on food preparation and mealtime practices.

Recording Child Absences Policy

Policy Statement

Regular attendance at pre-school supports children's learning, development, and well-being. While we understand that absences may occur due to illness, family reasons, or emergencies, all absences must be recorded and monitored.

Monitoring attendance and absence patterns is a safeguarding requirement: unexplained or frequent absences may be a cause for concern.

Aims

- To ensure accurate recording of all child absences.
- To safeguard children by identifying and responding to unexplained absences.
- To build strong communication with parents/carers regarding attendance.
- To monitor patterns of absence that may indicate safeguarding, welfare, or other concerns.

Procedures

1. Notification of Absence

- Parents/carers must inform the setting of their child's absence by telephone, email, or in person **on the first day of absence**, stating the reason and expected duration.
- If no reason is provided, staff will contact parents/carers as soon as possible to establish the reason.

2. Recording Absences

- All absences are recorded in the **Attendance Register** with date, child's name, and reason for absence.

- Registers are maintained daily and kept securely.
- Codes may be used to categorise absences (e.g., illness, holiday, authorised, unauthorised).

3. Unexplained Absences

- If a child is absent and parents/carers have not made contact:
 - Staff will attempt to contact the family by telephone on the same day.
 - If contact cannot be made and absence is unexplained for more than **2 days**, the matter will be escalated to the **Manager/DSL**.
 - Persistent unexplained absences may result in referral to the **Local Authority Early Help Team** or **Safeguarding Team**.

4. Safeguarding Concerns

- Unexplained or frequent absences will be considered a potential safeguarding concern.
- Concerns will be discussed with the **DSL**, who may follow safeguarding procedures, including contacting the **Local Authority Designated Officer (LADO)** or other safeguarding agencies.

5. Holidays & Planned Absences

- Parents/carers must inform the setting in advance of any planned absences, such as holidays, medical appointments, or family events.
- These absences will be authorised by the Manager/DSL and recorded in the register.

6. Monitoring Patterns

- Attendance records are reviewed regularly to identify patterns of absence.
- Repeated absences may prompt a discussion with parents/carers to offer support.

Responsibilities

- **Parents/Carers:** Notify the setting of absences promptly and honestly.
- **Staff:** Record all absences daily, contact families for unexplained absences.
- **Manager/DSL:** Monitor attendance patterns, escalate safeguarding concerns, liaise with external agencies when necessary.

Monitoring & Review

- This policy will be reviewed annually or sooner if guidance changes.
- Attendance records will be checked regularly by management and available for inspection by Ofsted.

PROCEDURE - ADMINISTERING MEDICATION

Staff will **NEVER** accept medicines that have been taken out of their original container as they cannot be sure what the medication contains.

Staff must not make changes to the written dosage as requested and the parent/carer must sign the form.

If a dose is missed, it is important to give a dose as soon as is realised and to inform the parents, so that they are able to continue with the medicine at home.

Only experienced qualified staff are permitted to administer medicines.

All medicines are to be kept out of children's reach in an agreed place that all staff have knowledge of.

Children should not be forced to take the medication, it should be noted on the medication form and the parents contacted immediately for their advice if they refuse it.

A medication form must be completed by the member of staff, so that they check the information on the medicine label.

Children with on-going medical needs

- Parents must provide information in writing about the medical condition of any child with long-term medical needs. This information needs to be recorded on a care-plan and shared with the staff team.
- Any changes to a child's condition or medication must be put in writing by the parent, even if they tell you verbally. It is important to have this information recorded and regularly reviewed by the Manager or deputy.
- With regard to the administration of life saving medication such as insulin/adrenaline injections or the use of nebulisers, the parents can sign a general consent for staff to administer should they think the child requires.
- Non-prescription medication e.g. pain and fever relief or teething gel may be administered, but only with the prior written consent of the parent, usually given on the registration form and only when there is a health reason to do so. The member of staff in charge will make the final decision about giving the medication.
- Children under 16 are not to be given aspirin or medicines containing ibuprofen unless prescribed by a doctor

STAFF TAKING MEDICATION/OTHER SUBSTANCES

There will be no alcohol or other substances (drugs) on the premises and staff are not permitted to drink or use recreational drugs whilst on duty, if caught it may lead to immediate dismissal.

If staff are taking medication which may affect their ability to care for children, those staff should seek medical advice. If any medication changes, staff must inform the manager, who will carry out a risk assessment, to clarify the continued suitability of the member of staff.

Staff will be asked during their supervision about any changes to medication.

Staff medication on the premises will be stored securely and out of reach of children.

All staff complete an annual health declaration form that is held on their personnel file. Any failure to disclose a change in medication could lead to a disciplinary meeting.

PROCEDURE - ILLNESS

If a child becomes ill while at the setting, staff will:

- Move them away from the other children and keep them comfortable.
- Frequently check their temperature and make a record of it.
- Monitor their illness and be aware of signs and symptoms to indicate the child's state of health.
- Contact parents/carers to collect the child.
- If necessary place a notice on the door if the illness is confirmed as a contagious disease.
- If there is an outbreak of a contagious disease then the manager must inform the Health department.

PROCEDURE - TREATING A FEVER

This will depend on the cause of the fever and how old the child is. The initial steps to take are:

- Keep the child cool with light clothing.
- Make sure the room is cool.
- Give the child plenty of fluids.
- Check his/her temperature every 10 minutes and make a note of the reading and time in both ears.
- If the temperature reaches 39 degrees inform the parent and give the child fever medicine, if prescribed by the doctor or prior consent from the parent.
- Tepid sponging to reduce fever.
- If the child's temperature reaches 40 degrees call for an ambulance and inform the parents as the child may suffer a convulsion.

- Children should not attend pre-school if they have been given fever medicine before pre-school.
- **Keeping everyone safe.**
- To ensure the Health and safety of all children, staff and parents, it is vitally important not to send your child into pre-school if they are unwell or if you feel they are under the weather.
- Children should not attend pre-school if they have been given fever medicine before pre-school.
- Please follow the Guidance on infection control in schools and other childcare *settings*.
- Please inform the pre-school of your child's absence.
- **PRE-SCHOOL STAFF WILL HAVE TO SEND YOUR CHILD HOME IF THEY ARE UNWELL.**

PROCEDURE - EMERGENCY OR ACCIDENT

In the event of an emergency or accident:

- The incident must be assessed and if life threatening call for an ambulance.
- The member of staff with paediatric first aid should wear protective gloves should be used at all times.
- The relevant first aid appropriate to the accident should be administered.
- Parent's wishes should be respected at all times with regard to cultural and religious beliefs.
- If necessary the child should be taken to the minor injury clinic at Market Harborough and parents informed.
- The accident/incident sheet should be fully completed for all accidents/incidents including those with no visible wound and should be signed by the manager and parent.
- Parents to be contacted immediately in the event of a serious injury.
- A bump for all head injuries, the parents will be contacted to inform them by phone or message.
- All serious accidents need to be reported to Ofsted within 14 days.

Children's Toileting and Privacy Policy

Policy Statement

We are committed to supporting children's care, comfort, and dignity during toileting and intimate care routines. We recognise that young children may need assistance with toileting, changing, or accidents, and we ensure this is carried out in a safe, respectful, and age-appropriate manner.

Children's privacy, safety, and safeguarding are paramount at all times. Staff follow procedures that protect children while also protecting themselves from potential safeguarding allegations.

Aims of the Policy

- To support children's personal care needs in a safe, hygienic, and respectful way.
- To promote independence in toileting as children develop.
- To ensure children's dignity and privacy are respected.
- To safeguard children and staff during intimate care routines.
- To work in partnership with families regarding children's toileting needs.

Legal & Regulatory Framework

This policy is based on:

- Early Years Foundation Stage (EYFS) Statutory Framework
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (latest edition, where applicable)
- Health and Safety at Work Act 1974
- Equality Act 2010

Procedures

1. General Toileting

- Toilets are designed with child-friendly facilities that promote privacy while allowing appropriate staff supervision.
- Children are encouraged to use the toilet independently whenever possible.
- Staff provide support and reassurance when needed.

2. Privacy & Dignity

- Doors/partitions allow children privacy but enable staff to supervise discreetly for safeguarding.
- Children are never left unattended if they require direct help.
- Staff always use respectful language when offering toileting support.
- Children's cultural and personal preferences are respected.

3. Intimate Care (e.g., assistance with wiping, accidents, changing clothes)

- Where direct support is required, staff explain what they are doing in age-appropriate language.
- Gloves and aprons are worn when carrying out intimate care.
- Soiled clothing is placed in a sealed bag and returned to parents/carers.
- Two staff members should be within sight or earshot where possible, to safeguard both child and staff.
- A record of any intimate care provided is kept (accident/incident form or toileting record).

4. Safeguarding

- Staff are alert to any signs of distress, discomfort, or potential safeguarding concerns.
- Any concerns are reported immediately to the **Designated Safeguarding Lead (DSL)**.
- Staff follow safer working practices to protect themselves (e.g., never taking a child alone behind closed doors, no use of mobile phones in toileting areas).

5. Promoting Independence

- Children are supported and encouraged to wash hands after toileting.
- Toilet training is supported in partnership with parents/carers to ensure consistency between home and setting.
- Staff offer praise and reassurance to build children's confidence.

6. Partnership with Families

- Parents/carers are informed about toileting accidents or any concerns.
- Families provide spare clothing and personal care items where necessary.
- Individual toileting plans may be created for children with additional needs.

Roles & Responsibilities

- **DSL/Manager:** Ensures safeguarding procedures are followed and staff are trained.
- **All Staff:** Follow this policy, respect children's dignity, and maintain hygiene standards.
- **Parents/Carers:** Share relevant information about children's toileting needs.

PROCEDURE – NAPPY CHANGING

- Staff **MUST** wear disposable gloves & apron and change after each child.
- Toddler placed on the changing area.
- Wet/soiled nappy removed.
- Child cleaned from front to back and any barrier cream applied if required.

- Wet/soiled nappies and all cleaning materials will be double bagged and disposed of in the nappy bin.
- Staff must clean the changing mat with baby wipe or disinfectant prior to changing the next child, to avoid cross-contamination of infection.

PROCEDURE - SLEEP CHECKS

Children will have all bedding provided by the setting unless the parents request otherwise.

- Bedding is to be washed after 5 times it is used.
- Children to be put to sleep on their back.
- A member of staff is to remain in the same room as sleeping children.
- Children must be physically checked every 10 minutes.
- Parent's wishes are to be respected in relation to children sleeping on mats, or in pushchairs.

PROCEDURE - PERSON COLLECTING THE CHILD

Children will only be released to the named persons on the registration form. If parents/carers request a different person to collect they must provide a password to be given to the staff.

PROCEDURE - LATE COLLECTION

There are a number of reasons why a child may remain uncollected at the end of the day, perhaps if a parent is delayed or confused about who is collecting or about the time of collection. **Should parents/carers be delayed in the collection of a child they must call the setting.**

However, if we are not contacted and a child remains uncollected we will follow the procedure below:

The person in charge will:

- Check for any messages that have been left.
- Staff will wait 10 minutes after the end of a session and then ring the child's home and parent's mobile numbers leaving messages if necessary.
- Staff will then wait with the child for a further 10 minutes before ringing the child's emergency contact number.
- Staff will then wait for another 20 minutes before ringing First Response on 0116 305 0005.
- Staff will then follow the advice given to them by First response.
- Only an authorised person is to collect the child.
- If the authorised person informs the setting that another person is collecting the child, a name, address, physical description and password must be given.

PROCEDURE – MISSING CHILD

- Inform the manager of the setting (or person in charge).
- Immediately begin an organised search, checking all areas of the setting.
- Make sure that staff members communicate with each other (e.g. using mobile phones).
- Supervise all the other children and make sure they are safe.
- If the missing child is not found immediately, inform the parents or carers and the police.
- Make a full written report of the incident.
- Inform the relevant authorities (e.g. Ofsted).

PROCEDURE -COMPLAINTS

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Making a complaint

- We advise any parent/carer to discuss their concerns with their child's key person or manager/deputy.
- If this is not resolved then the complaint should be put in writing to the manager who will investigate the complaint and provide a formal response to the parent, usually in writing.
- If the parent is not satisfied with the outcome of the investigation, he or she can request a meeting with the committee chair to be held within 7 days.
- An agreed written record of the discussion is made as well as any decision or action to take as a result and a copy sent to all parties.

Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted.

The address and telephone number of our Ofsted regional centre are;-
Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD
0300 1231231

RECORD OF COMPLAINT

A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed. The outcome of all complaints is recorded which is available for parents and Ofsted inspectors on request.

STAFF RATOS.

- Staff Ratio's will be met at all time.
- There will always be a Manager or Deputy on duty. Who is qualified to at least level 3.
- At least half the staff will be qualified to at least level 2 in early years.

For children aged two:

- There must be at least one member of staff for every five children.
- At least one member of staff must hold an approved level 3 qualification.
- At least half of all other staff must hold an approved level 2 qualification.

For children aged three and over.

- There must be at least one member of staff for every eight children.
- At least one other member of staff must hold an approved level 3 qualification.
- At least half of all other staff must hold an approved level 2 qualification.

For children aged three and over in registered early years provision at any time where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status, or another approved level 6 qualification is working directly with children:

- There must be at least one member of staff for every 13 children.
- At least one other member of staff must hold an approved level 3 qualification.

STUDENT PLACEMENT/VOLUNTEER

Great Bowden Pre-school recognizes that qualifications and training make an important contribution to the quality of the care and education provided at our setting. As part of our commitment to quality, we offer placements to students undertaking early year's qualifications and training,

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

Methods

- We require students and volunteers to meet the 'suitable person' requirements of Ofsted.
- We require schools placing students under the age of 17 years with the setting 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 who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.

- We require students and volunteers to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfill the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how the setting is managed, how our sessions are organized and our policies and procedures.
- We communicate a positive message to students and volunteers about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- 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.

CONFIDENTIALITY POLICY

The settings work with children and families will sometimes bring us into contact with confidential information. A confidential record of all children's details is kept by the Pre-school in a locked file. It contains such information as telephone number and emergency contact and up to date medical information.

PLEASE INFORM THE MANAGER OF ANY CHANGES IMMEDIATELY.

To ensure all those using the setting can do so with confidence, we will respect confidentiality in the following ways:

STATEMENTS OF INTENT:

The child's carers will have ready access to the files and records concerning their own child, but will not have access to information about any other child.

Staff will not discuss individual children, other than for purpose of curriculum planning or group management, with people other than the child's own carers and sign a declaration to that effect.

- Information given to the manager, key worker or assistants will not be passed on to other adults without permission.
- Issues concerning the employment of staff, voluntary or paid will remain confidential to those directly involved in making personnel decisions on behalf of the Pre-school.
- Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group except with the manager or key worker and if appropriate other child care professionals.

The above statements are subject to the paramount commitment of the Pre-school, which is the safety and wellbeing of the child. Please also see our policy on Safeguarding Children.

PROCEDURE - VISITORS

- Appointments only for visits to our setting.
- For any visitors who come to pre-school without an appointment, ask for identification.
- Check the identification whilst the visitor stays outside.
- Never grant access to anyone who is not known to you.
- All visitors must fill in the visitor book.
- Never leave a visitor unattended.

PROCEDURE - SECURITY

The building must be secured so that children cannot get out or any intruders enter unauthorised. The senior member of staff must complete a daily check to ensure that there have not been any breaches overnight.

Children **MUST NOT** be able to open the door on their own.

Great Bowden Pre-school Security/Intruder/ Terrorism act Policy and Procedure Policy Statement

"Great Bowden Pre-school is committed to safeguarding and promoting the welfare of children, young people and adults at all times and expects everybody working within this setting to share this commitment"

Aim It is our aim at Great Bowden Pre-School to maintain the highest possible security of our premises to ensure that each of our children is cared for safely at all times. Staff member will always be at entry point while gate is open. Within the guidance of the EYFS Framework on continuous indoor / outdoor play, staff need to be extra vigilant with regards to this policy. If anyone arrives while children are in the play area's a member of staff will greet the individual at the entrance, other staff members to be aware of visitor and supervise them at all time. We will always have at least two members of staff on the premises whenever children are present.

Security measures in place

- We have systems in place for the safe arrival and departure of children.
- The times of the children's arrival and departure are recorded and who will be collecting each day.
- The arrival and departure times of all adults (staff, volunteers and visitors) is recorded and identification is checked or security passwords used.
- Photographs of staff are displayed at the entrances of the small room.
- All visitors are asked for identification before being allowed into the setting and must sign in the visitor's book and sign out when they leave.
- Children are only allowed to go home with the named person on their registration document, unless prior notification is given from parent/carer and password to be given when the person arrives before we allow the child to leave.
- If staff cannot identify a person coming to collect a child, the child's parents will be contacted for clarification.

Visitor or intruder on the premises

The safety and security of the premises at Great Bowden Pre-school is maintained at all time and staff are vigilant in areas that pose a risk, such as shared premises. A risk assessment is completed to ensure that unauthorised visitors cannot gain access.

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

- On arrival, any visitor to Great Bowden Pre-school are asked to verify their identity and confirm who they are visiting.
- Staff will ask them to sign in and explain the procedures for the use of mobile phones and emergency evacuation.
- Visitors (including visiting VIPs) are never left alone with the children at any time.
- Visitors to the setting are monitored and asked to leave immediately should their behaviour give cause for concern.

Intruder

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

- An individual who appears to have no business at Great Bowden Pre-school will be asked for their name and purpose for being there.
- The staff member identifies any risk posed by the intruder.
- The staff member ensures the individual follows the procedure for visitors.
- The setting manager is immediately informed of the incident and takes necessary action to safeguard children.

- If there are concerns for the safety of children, staff evacuate them to a safe place in the building and contact police. In some circumstance this could lead to 'lock-down' of the setting and will be managed by the responding emergency service (see procedure 01.21 Terrorist threat/attack and lock-down).
- The designated safeguarding lead informs their designated officer of the situation at the first opportunity.
- In the case of a serious breach where there was a perceived or actual threat to the safety of the children at Great Bowden Pre-school, the manager/designated person completes 06.1c Confidential safeguarding incident report form) and copies in their line manager on the day of the incident. The owners/trustees/directors ensure a robust organisational response and ensure that learning is shared.

Procedures for: Intruders or unwanted visitor posing a safety hazard

- politely greet the intruder outside the pre-school, blocking their entrance in, identify yourself and ask the purpose of their visit. Having a member of staff close by to secure the door and for support if needed.
- Explain that all visitors must sign in.
- If the intruder becomes agitated and refuses to leave the building peacefully endeavour to calm the person whilst trying to gain the attention of other staff, explain we have a zero-tolerance policy and inform them you will call the police, get a member of staff to call the police.
- If the caller persists, the children and staff will assemble together in the store room away from the windows and doors and will be distracted by staff, register and telephone will be taken with them, and they will stay there until the police arrive.
- If the person leaves before the police arrive do not attempt to detain them.
- If the person does not leave before the police arrive. Explain to the officers what has happened, so they can deal with the intruder and find a cause for arrest.
- Remember to log the incident and review security measures. Procedure if: Intruder is armed (see prevent extremist and radicalisation policy)
- All staff will be alerted and the police contacted immediately.
- Try to remain calm diverting the intruder as far away from the children as possible.
- If the intruder shows a weapon try to remain calm do not try to disarm them, reassure them that it is not necessary for them to use it.
- Once the police arrive, make them aware of where the intruder is and any weapon you may have seen describing the intruder and reporting anything relevant the intruder may have said.
- All staff and children should remain where they are unless directed otherwise by the police.
- Incidents should be recorded and security procedure reviewed and updated.

Terrorism & Prevent Duty Policy

Policy Statement

We are committed to providing a safe, secure, and supportive environment for all children, families, and staff. In line with the Counter-Terrorism and Security Act 2015 (Prevent Duty), we recognise our responsibility to safeguard children from the risk of radicalisation, extremism, and exposure to terrorism.

While the likelihood of such risks in the early years is low, we take proactive measures to promote resilience, British Values, and positive learning experiences that prevent vulnerability to extremist influences.

Aims of the Policy

- To protect children from exposure to extremist or terrorist views.
- To ensure staff are trained and confident to identify and respond to concerns.
- To promote tolerance, diversity, and respect through our curriculum and daily practice.

- To ensure robust safeguarding procedures are followed in line with statutory requirements.

Legal Framework

This policy is based on:

- Prevent Duty Guidance (2015)
- Early Years Foundation Stage (EYFS) Statutory Framework
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (latest edition, where applicable)
- Local Safeguarding Partnership guidance

Procedures

1. Risk Assessment

- The setting environment is regularly reviewed to ensure it is free from extremist or inappropriate materials.
- Access to the premises is monitored and controlled.
- Use of technology is supervised to prevent access to harmful content.

2. Staff Training

- All staff complete safeguarding training, which includes Prevent awareness.
- Staff understand how to recognise signs of radicalisation, such as changes in language, behaviour, or intolerance towards others.

3. Curriculum & Practice

- We actively promote **British Values**: democracy, rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.
- Activities are designed to encourage respect, empathy, and understanding of diversity.
- Children are supported to develop critical thinking skills and resilience.

4. Partnership with Families

- We build strong relationships with parents and carers to support children's development.
- Families are encouraged to share concerns or ask questions.
- We respect cultural and religious practices while prioritising safeguarding.

5. Reporting Concerns

- Any concern about radicalisation or extremist influence is treated as a safeguarding issue.
- Staff must report immediately to the **Designated Safeguarding Lead (DSL)**.
- The DSL will follow local safeguarding procedures and, if necessary, make a referral to the **Prevent Team** or **Local Safeguarding Partners**.
- In an emergency, staff will contact the police by dialling **999**.

6. Security Measures

- Visitors are signed in and supervised at all times.
- Staff remain vigilant to suspicious activity in and around the premises.

Roles and Responsibilities

- **DSL:** Ensures compliance with Prevent Duty, supports staff, and manages referrals.
- **All Staff:** Must understand this policy, remain vigilant, and report concerns without delay.

- **Management/Owners:** Responsible for policy implementation, review, and ensuring staff training is up to date.

Climate Change & Sustainability Policy Summary

Policy Statement

At Great Bowden Pre-School, we believe that every child should learn to respect and care for our planet. Through play, exploration, and positive action, we aim to nurture curiosity about the natural world and encourage sustainable habits that will help protect the environment for future generations.

We are committed to reducing our environmental impact and embedding sustainability throughout our curriculum, daily routines, and community relationships.

Aims

Our aims are to:

- Foster a sense of **responsibility and care** for the environment.
- Encourage children to make small, meaningful choices that contribute to sustainability.
- Promote awareness of nature, weather, seasons, and the world around us.
- Model eco-friendly practices in all aspects of pre-school life.
- Involve staff, parents, and the community in environmental projects and initiatives.

Links to the EYFS Framework

This policy supports the following EYFS areas of learning and development:

- **Understanding the World** – Exploring nature, the environment, and people's roles.
- **Personal, Social & Emotional Development** – Building empathy and care for living things.
- **Communication & Language** – Talking about experiences in the natural world.
- **Expressive Arts & Design** – Using natural and recycled materials creatively.

Sustainable Practice in Daily Routines

To reduce our environmental footprint, we will:

- Encourage recycling and reuse of materials for art and play.
- Reduce single-use plastics and unnecessary waste.
- Turn off lights and taps when not in use.
- Use natural, eco-friendly, or recycled materials wherever possible.
- Offer healthy snacks with minimal packaging and encourage reusable containers.
- Maintain and develop green spaces such as our garden and outdoor learning areas.
- Include environmental awareness in staff induction and ongoing training.

Curriculum and Learning

Children will be supported to:

- Explore nature through outdoor play, gardening, and observing weather and seasons.
- Learn about caring for plants and animals.
- Take part in recycling, water-saving, and energy-saving routines.
- Engage in stories, songs, and creative projects about caring for the Earth.

Examples include:

- Planting seeds and caring for them.
- "Lights off" or "water saver" helpers.
- Sorting and recycling activities.

- Nature walks and outdoor discovery sessions.
- Reading eco-themed storybooks such as *The Lorax* or *Clean Up!*

Partnership with Families and the Community

We work closely with families to:

- Share sustainable ideas for home (e.g. walking to pre-school, reusable lunch items).
- Host eco-events such as **Green Week**, **Recycling Day**, or **Planting Afternoon**.
- Celebrate children's involvement in environmental activities.
- Encourage local partnerships to support community sustainability projects.

Roles and Responsibilities

- The **Pre-School Manager** and **Eco Champion** oversee the implementation of this policy.
- All staff model sustainable practice and promote environmental care through everyday routines.
- Children are encouraged to take part in small decision-making about resources and outdoor areas.
- Parents are invited to contribute ideas and support eco-friendly initiatives.

PHOTOGRAPHY AND FILMING POLICY

Photography is really important to record the successes and achievements of children in their activities at Great Bowden Pre-school. However, it is vital to remember that photography can be used and distributed inappropriately including on the internet.

The setting therefore considers it important to:

- Explain to parents and carers why caution is necessary.
- Notify the parents of the purpose of the photos.
- Inform a professional photographer of the content required.
- Inform parents and seek their consent for any publication or media use.
- Publish only limited children/young people's details alongside their photos in newspapers etc.
- Take photographs openly and away from changing areas.
- The above guidance applies to any photographic and filming equipment including camera phones, digital or video cameras.

SMOKING

We recognise that many people in our society smoke and we are aware that smoking is lawful and a matter of choice for adults.

However we recognize that smoking is an activity disapproved of by many parents and to which they do not wish their child to be exposed. We recognise also that our employees have a right to expect to be able to work and have periods of rest from work in a smoke free environment.

Therefore there will be NO SMOKING at any time in uniform, on the premises or in the presence of a child.

This policy applies to staff and parents and all parents are made aware of this policy when they enrol their child.

PROCEDURE -OUTINGS

Parents are asked to sign consent at the time of enrolling their child, to agree to short outings taking place without any prior notification.

There must always be a qualified member of staff (level 2) and a first aider present. The children are to wear high visibility vests/bands and the staff to wear their uniform and high visibility clothing so as to be identifiable to members of the public.

A bag is to be taken containing the following items:

- Contact telephone numbers.

- First aid kit.
- Tissues.
- Wet wipes.
- Mobile phone.
- Water and cups.

Significant incidents need to be reported immediately on return to the manager and documented.

At no time must a member of staff leave the group.

Should a situation arise that requires assistance staff should telephone the setting for advice.

No personal mobile phones or devices are to be taken on outings.

Staff should not carry out any personal errands while responsible for any children.

Members of the public will observe staff behaviour towards the children, ability to control and motivate the children and general conduct. These observations reflect on Great Bowden Pre-school so staff are reminded to conduct themselves professionally at all times.

OUTINGS SLIP

A general risk assessment must be carried out for trips to the park and around the village, however all staff **MUST** complete the outings slip with all the relevant information and record any problems along with the time back in the setting. These slips can be found in the folder.

PROCEDURE - FIRE EVACUATION

Procedure for evacuating the building.

Inside.

- Blow whistle
- Members of staff to line the children at the door we will be exiting from. (Fire at front of the building the back door from main hall. Assemble at the far end of the playground. Fire at back of the building exit the front door. Assemble in the church foyer). Get the children out as soon as possible. Doing a head count on the children.
- Staff on snack duty to check the toilets and back room.
- Staff member to take phone and register with them.
- All outside do another head count, contact parents/carers

Outside

- Blow whistle.
- Fire at front of the building, assemble at the far end of the playground.
- Fire at back of the building assemble in the church foyer.
- Get the children to the assemble point as soon as possible.
- Doing a head count on the children.
- Staff member to take phone and register with them.
- All outside do another head count, contact parents/carers

If the setting has to be evacuated because of fire, the procedure should be as follows:

- Raise the alarm by telephoning 999 (or 112).
- If possible, close all windows and doors as you leave the building, to minimise the spread of the fire.
- Remain calm and reassure the children.
- Do not return to the building until authorised to do so.

PROCEDURE – EMERGENCY CLOSING

In the event of a breakdown of essential services (e.g. heating failure, loss of water supply), severe weather conditions or where the pre-school has to close or partially close due to an illness epidemic, it is important that you are familiar with the following procedures: -

- The children's health and safety is of paramount importance. If the situation is life threatening the children will be evacuated to a safe place.
- Where the pre-school has been closed due to heating failure, loss of water supply or where the pre-school has an illness epidemic, the manager will phone the parents to arrange collection.
- We will make every effort to stay open as normal through adverse weather conditions.
- Ofsted to be informed on 0300 1231231

Childcare terms and conditions

1.0 Our obligation to you

- 1.1 We will provide the agreed childcare facilities for your child at the agreed times (subject to any days when we are closed). If we change the opening hours, we will give you as much notice of our decision as possible and, if necessary, will work with you to agree a change to your child's hours of attendance.
- 1.2 We will adhere to the principles of the General Data Protection Regulations (2018) when collecting and processing information about you and your child. We explain how your data is processed, collected, kept up-to-date in our Privacy Notice which is given to you at the point of registration.
- 1.3 We will try to accommodate any requests you may make for additional sessions.
- 1.4 We will notify you as soon as possible of any days we will be closed.
- 1.5 We will treat your child with the utmost respect and dignity. We will never use or threaten any type of punishment that could adversely affect a child's wellbeing.
- 1.6 We will provide you with regular verbal updates as to your child's progress and we will agree times to discuss with you the progress of your child or any other aspects of our childcare services as and when required.
- 1.7 We will comply with the requirements of the Early Years Foundation Stage and our Ofsted registration in regards to the childcare services we provide for your child.
- 1.8 We will provide you with details of our policies and procedures, which outline how we satisfy the requirements of the EYFS in our everyday practice; and we will notify you as and when any changes are made to our policies and procedures. We will be available to discuss or explain our policies and procedures, and/or any relevant changes, at a mutually agreed time.
- 1.9 We will maintain appropriate insurance to cover our childcare activities.
- 1.10 We will try to make a place available to any of your other children. However, we cannot guarantee that a place will be available.

2.0 Your obligation to [us]

- 2.1 You will need to complete and return our *Application to join* and *Registration Form* to us before your child can start with us.
- 2.2 You must notify us immediately of any changes to the information you have provided to us and keep us informed of any other necessary information that may affect the childcare that we provide for your child.

- 2.3 The *Registration Form* includes medicine consent and emergency treatment authorisations which you will need to complete prior to your child attending.
- 2.4 You will read and abide by our policies and procedures.
- 2.5 You will make yourself available as and when required to discuss the progress of your child or any factor relating to their childcare place with us at mutually agreed times.
- 2.6 You must immediately inform us if your child is suffering from any contagious disease, or if your child has been diagnosed by a medical practitioner with a notifiable disease. For the benefit of other children attending you must not allow your child to attend whilst they are contagious and pose a risk to other children during normal daily activities.
- 2.7 You must keep us informed of the identity of the persons who will be collecting your child. If the person who is due to collect your child is not usually responsible for collecting them we will require proof of identity. If we are not reasonably satisfied that the person collecting your child is who we were expecting, we will not release your child into their care until we have checked with you.
- 2.8 You must inform us immediately if you are not able to collect your child by the official collection time. You must make arrangements for another authorised person to collect your child as soon as possible. A late payment charge will be applied; please refer to the current fee schedule for details.
- 2.9 You will inform us as far in advance as possible of any dates on which your child will not be attending.
- 2.10 You will provide us with at least one month's notice of your intention to decrease the number of hours your child attends or to withdraw your child (and end this Agreement). If insufficient notice is given you will be responsible for the full fees for your child for one month from the date of notice.
- 2.11 You must inform us if your child is the subject of a court order and provide us with a copy of such order on request.

3.0 Payment of fees

- 3.1 Our fees are based on a termly fee that are paid a term in advance. We may review these fees at any time but shall inform you of the revised amount at least one month before it takes effect. If you do not wish to pay the revised fee, you may end this Agreement by giving us one month's notice, in writing.
- 3.2 All payments made under the Agreement can be by direct debit, cash, cheque or childcare vouchers. All payment, regardless of method, should be paid with 14 days of the date of the invoice. Late payments could incur a late payment fee. In addition, daily interest will be charged on all outstanding amounts at the rate of 3 above the Bank of England base rate.
- 3.3 If the payment of fees referred to in 3.2 is outstanding for more than 14 days then we may terminate this Agreement by giving you 14 days' notice in writing. Upon termination of this contract the child shall cease forthwith to be admitted, and the notice to so terminate shall be regarded as a formal demand for outstanding monies.
- 3.4 If you have requested additional sessions or have been unable to collect your child by the official collection time and we have as a result provided you with additional childcare facilities, we will raise the applicable charges under a separate invoice for payment.

- 3.5 No refund will be given for periods where the place is unfulfilled due to illness or holidays on the part of either party. We are closed on bank holidays. We accept no liability for other costs which you incur if we are unable to provide childcare for any reason.
- 3.6 In the event of late collection of your child, we reserve the right to charge for each additional 15 minutes, or part thereof, on a pro-rata basis.

4.0 Suspension of a child

- 4.1 We may suspend the provision of childcare to your child at any time if you have failed to pay any fees due.
- 4.2 If the period of suspension for non-payment of fees exceeds one month, either of us may terminate this Agreement by giving written notice, which will take effect on receipt of the notice.
- 4.3 We do not support the exclusion of any child on the grounds of behaviour. However, if your child's behaviour is deemed by us to endanger the safety and well-being of your child and/or other children and adults, it may be necessary to suspend the provision of childcare whilst we try to address these issues with you and external agencies as appropriate.
- 4.4 During any period of suspension for behaviour-related issues we will work with the local authority and where appropriate other welfare agencies to identify appropriate provision or services for your child.
- 4.5 If your child is suspended part way through the month, under the conditions stated in clause 4.3 we shall give you a credit for any fees you have already paid for the remaining part of that month, calculated on a pro rata basis. This sum may be offset against any sums payable by you to us.

5.0 Termination of the Agreement

- 5.1 You may end this Agreement at any time, giving us at least one month's notice in writing.
- 5.2 We may immediately end this Agreement if:
- 5.2.1 You have failed to pay your fees;
 - 5.2.2 You have breached any of your obligations under this Agreement and you have not or cannot put right that breach within a reasonable period of time after we have drawn it to your attention;
 - 5.2.3 You behave unacceptably, as we do not tolerate any physical or verbal abuse or threats towards staff;
 - 5.2.4 We take the decision to close. We will give you as much notice as possible in the event of such a decision.
- 5.3 It may become apparent that the support we are able to offer your child is not sufficient to meet his/her needs. In these circumstances we will work with you, the local authority and other welfare agencies as per our procedures to identify appropriate support, at which point we may end this Agreement.
- 5.4 You may end this Agreement if we have breached any of our obligations under this Agreement and we have not or cannot put right that breach within a reasonable period after you have drawn it to our attention.

6.0 General

- 6.1 If we have to close or we take the decision to close due to events or circumstances beyond our control (e.g. extreme weather conditions) the Fee will continue to be payable in full and we shall be under no obligation to provide alternative childcare to you. If the closure exceeds three consecutive days in duration (excluding any days when we would otherwise have been closed), we will credit you with an amount that represents the number of days closed in excess of three days.

- 6.2 If you have any concerns regarding the services we provide, please discuss them with our manager/deputy manager. Customer satisfaction is paramount and any concerns/complaints will be dealt with in line with our *making a Complaint Policy*.
- 6.3 From time to time we will take photographs and video recordings of the children who attend. These photographs are used for on-going recording of our curriculum and for children's individual development records. They are stored on our computer whilst your child is with us. The photographs are used for display and for your child's records within the setting. If we wished to use any image of your child for training, publicity or marketing purposes, we would always seek your written consent for each image we intend to use, as indicated on our *Registration Form*.
- 6.4 We reserve the right to refuse to admit your child if they have a temperature, sickness and diarrhoea or a contagious infection or disease on arrival at our setting, or to ask you to collect your child if they become unwell whilst in our care, in line with our *Managing Children who are Sick, Infectious or with Allergies Policy*.
- 6.5 Whilst food and drink is provided on the premises, we are not a commercial kitchen and may not be able to cater for the individual needs of every child. As cross contamination cannot be ruled out, a risk assessment is conducted for children with any known allergies. Every effort is made to follow recommended food preparation guidance and to ensure that all staff involved in the preparation and serving of food are suitably trained in the preparation and serving of food.
- 6.6 Any personal information you supply to us will be collected, stored and used in accordance with the principles of the General Data Protection Regulations (GDPR) (2018) and our *Confidentiality and Client Access to Records Policy*. We will always seek your consent where we need to share information about your child with any other professional or agency. We are required by law to override your refusal to give consent only in specific circumstances where the child or someone in the family may be in danger if we do not share that information.

PROCEDURE – RETENTION PERIODS FOR DOCUMENTS

CHILDREN'S RECORDS	Where stored	For How long
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Application forms	In a locked filling cabinet.	6 years Ofsted say 2 years
Medication		
Accident		
Register	In a locked filling cabinet	
STAFF RECORDS		
Personnel files, including supervision/disciplinary	In a locked filling cabinet.	6 Years after left unless concerns about their suitability.
Registers		
Accident		
Medication		
Staff documents if they are unsuitable		Until the adult reaches retirement age or 10 years if that is longer
DBS certificate		Destroyed after 6 months
Wages excel sheet	On live drive - archive	
Complaints		
Record of complaint and letters	Stay in the folder in the cupboard	4 years from date of complaint
Child protection		
Child protection records	Keep the original and transfer a copy with the child when they move on.	6 years after last contact with child
FEEE	Kept in the filling cabinet.	6 years
Risk Assessments	If any changes because of an incident, store a copy with child records. Store in archive folders.	None.