



# Welcome to St Johns Pre-School Group



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## **ADMISSIONS POLICY**

### ***Statement of intent***

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

### **Aim**

We aim to ensure that all sections of our community have access to the pre-school through open, fair and clearly communicated procedures.

### **Methods**

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

- We ensure that the existence of the pre-school is widely advertised in placed accessible to all sections of the community.
- We ensure that information about our pre-school is accessible – in written and spoken form – and, where appropriate, in different languages. Where necessary, we will try to provide information in Braille, or through signing or an interpreter.
- We arrange our waiting list in date of registration and birth order.
- We keep a place vacant, if this is financially viable to accommodate an emergency admission, in accordance with the terms and conditions of the Pre-School's acceptance of Hampshire County Council Early Years Education Grant.
- We ensure all parents are aware through information given St Johns Pre-School Group is not in a position to off 30 hours a week under the Early Years Education Grant. This is due to the unavailability of St Johns Hall.
- We describe our pre-school and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe our pre-school and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.
- We describe our pre-school and its practices in terms of how it enables children with disabilities to take part in the life of the Pre-School.
- We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- We make our equality and diversity policy widely known.
- We consult with families about the opening times of the pre-school to avoid excluding anyone.
- We are flexible about attendance patterns to accommodate the needs of individual children and families.
- When parents request an allocation of hours for the following academic year, when they return their form indicating their hours they will be requested to pay a deposit to secure these hours. If these places are then not taken up the deposit will be non returnable.
- In conjunction with individual parents/carers requirements when allocation of hours are made, if 3 hour slots are required it will be the policy of the pre-school to allocate at least one afternoon slot per child who will be attending 1,2,3 slots weekly and two slots per child who will be attending 4 or 5 three hour slots weekly.

**This policy was adopted at a meeting of St Johns Pre-School Group on  
10 October 2018**

Signed on behalf of the pre-school.....

## **Behaviour Management Policy**

### **Statement of intent**

Our pre-school believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

### **Aim**

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

### **Methods**

- Rebecca Reece will have overall responsibility for issues concerning behaviour.
- She will:
  - keep her/himself up-to-date with legislation and research and thinking on handling children's behaviour;
  - access relevant sources of expertise on handling children's behaviour; and
  - check that all staff have relevant in-service training on handling children's behaviour. We keep a record of staff attendance at this training.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward.
- We familiarise new staff and volunteers with the pre-school's behaviour policy and its rules for behaviour.
- We expect all members of the pre-school - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the pre-school.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our pre-school leader and are recorded in our Incident Book. A parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.

- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### **Bullying**

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously.

If a child bullies another child or children:

- we intervene to stop the child harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is inappropriate;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to say sorry for her/his actions;
- we make sure that children who bully receive praise when they display acceptable behaviour;
- we do not label children who bully;
- when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

**This policy was adopted at a meeting of St Johns Pre-school Group  
on 9th October 2019**

Signed on behalf of the pre-school.....

## Complaints Procedure

### **Statement of intent**

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

### **Aim**

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

### **Methods**

To achieve this, we operate the following complaints procedure.

### **How to complain**

#### Stage 1

- Any parent who is uneasy about an aspect of the pre-school's provision talks over, first of all, his/her worries and anxieties with the pre-school leader.

#### Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the pre-school leader and the owner/chair of the management committee.
- Most complaints should be able to be resolved informally at Stage1 or at Stage2.

#### Stage 3

- The parent requests a meeting with the pre-school leader and the owner/chair of the management committee. Both the parent and the leader should have a friend or partner present if required. An agreed written record of the discussion is made. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded.

#### Stage 4

- If at the Stage 3 meeting the parent and pre-school cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussion confidential. S/he can hold separate meetings with the pre-school personnel (pre-school leader and owner/chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

## Stage 5

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

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Child Protection Committee.

Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of our registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the National Standards for Day Care are adhered to.

The address and telephone number of Ofsted to whom complaints should be addressed is: Piccadilly Gate, Store Street, Manchester M1 2 WD 0300 123 1231

These details are displayed on our pre-school's notice board.

If a child appears to be at risk, our pre-school follows the procedures of the Area Local Safeguarding Board in our local authority.

In these cases, both the parent and pre-school are informed and the pre-school leader works with Ofsted or the Local Safeguarding Board to ensure a proper investigation of the complaint followed by appropriate action.

### **Records**

A record of complaints against our pre-school and/or the children and/or the adults working in our pre-school is kept, including the date, the circumstances of the complaint and how the complaint was managed.

**This policy was adopted at a meeting of St Johns Pre-School Group held on 10 October 2018**

Signed on behalf of the pre-school.....

## Confidentiality Policy

### **Statement of intent**

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality pre-school care and education.

### **Aim**

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children.

### **Methods**

To ensure that all those using - and working in - the pre-school can do so with confidence, we respect confidentiality in the following ways.

- Parents have ready access to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis.
- Personal information about children, families and staff is kept securely in a lockable file whilst remaining as accessible as possible.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the pre-school, are advised of our confidentiality policy and required to respect it.
- Members of Staff and Committee Members are aware of the confidential nature of any information they may become aware of concerning families attending our Pre-School and under no circumstances will any of this information be used whilst visiting social networking sites. No mobile phones /cameras will be allowed to be used whilst the pre-school is in session.

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

**This policy was adopted at a meeting of St Johns Pre-School Group held on  
10 October 2018**

**Signed on behalf of the pre-school.....**

## **Critical Care and Emergency Procedures**

### **Critical Care/Emergency Procedures in the case of an accident that requires medical attention.**

#### **Statement of Intent**

Our Pre-School has named members of staff with designated roles in the event of an accident that requires medical help or support from other agencies.

#### **Aim**

The Pre-School will ensure at all times the children in the group feel safe and secure and the correct adult to child ratio is adhered to at all times.

#### **Method**

The named members of Staff with designated roles are:

- Della Melton, Sarah Squires, Rebecca Reece (Deputy Supervisors)
  - Emergency contact for parents and ambulance
- Lisa Savill (Supervisor)
  - Care for injured child or casualty
- All Assistants
  - Care for remaining children, removing them away from the injured child or casualty

If the injured child needs to be taken to hospital and the parent/carer arranges to go straight to the hospital to meet the child there, the child's personal keyworker. If she is present, will accompany the child in the ambulance. In her absence the Supervisor will accompany the child. She will comfort and reassure the child and will take the child's personal details index card which contains their medical information – immunisations and allergies, doctors name and telephone number, and also the written authority from the parent/carer to accompany the child to hospital and to receive medical treatment.

On outings and walks around the local area, the Supervisor will leave a note and a map inside the main entrance door, informing the parents/carers where the staff and children have gone, the route taken, the departure time and the estimated time of return to the Pre-School. The Deputy will ensure that taken with the group will be portable first aid kits, mobile telephone and a small amount of change for use in a telephone box if required. This will ensure that if an accident should occur, first aid can be administered if appropriate, help can be called immediately and the group can be easily located.

**This policy was adopted at a meeting of St Johns Pre-School Group  
on 9<sup>th</sup> October 2019**

Signed on behalf of the pre-school.....

# Curriculum Policy and Practice

## **Statement of Intent**

Within our pre-school, all children are supported in developing their potential at their own pace. We aim to achieve this by:

### **Aim:**

- Providing effective systems to ensure the individual needs of all children are met.
- Each child is assigned a key person
- We ensure equality of opportunity
- We ensure there is a balance of adult led, freely chosen or child initiated activities through indoor and outdoor play.
- We undertake sensitive observational assessment
- We plan and provide experiences which are appropriate to each child's stage of development.

The Early Years Foundation Stage (EYFS) which is split into Prime and Specific Areas is the framework on which our daily curriculum is planned. This is the framework which lays a secure foundation for future learning and development for the children in our care. We share our knowledge of children with local infant schools to ensure a smooth transition from the Pre-School environment to School. This enables the School to plan appropriate learning experiences relevant to each child's progress and development. Children are helped to learn and develop through the educational and early learning goals, which are split into seven areas. None of these can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development. All the areas are delivered through planned, purposeful play, with a balance of adult and child initiated activities.

We aim to achieve this by:

## **Method**

### **Prime Areas**

#### **Communication and Language**

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening, and by hearing and responding to stories, songs and rhymes.

#### **Physical Development**

A range of equipment and opportunities, both indoors and outdoors, allow children to develop confidence and enjoyment in the use and development of their own bodily skills. A very high level of adult supervision enables children safely to create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing. At the same time, children are supported in the development of fine motor skills required to use tools, including pens and pencils and to handle small objects with increasing control and precision. The children are encouraged to manage their own basic hygiene and personal needs and know the importance of physical exercise and a healthy diet.

#### **Personal Social and Emotional Development**

Children are individually supported in developing confidence and self-respect. They are encouraged to work and concentrate independently and also take part in the life of the pre-school, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their feelings and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and their property. They are encouraged to follow instructions and ask questions about their experiences.

**Specific Areas**

**Literacy**

Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and, when they are ready, to use drawn and written symbols for themselves. A well stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them and be aware of their uses, both for reference and as a source of stories and pictures. Regular use of phonic language encourages children to match spoken sounds to write letters and words.

**Mathematics**

By means of adult supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities which form the basis for early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size and volume and number. Songs, games and picture books help children become aware of number sequences and when they are ready, use simple mathematical operations such as adding.

**Understanding the World**

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe the features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and also the wider community. A range of safe and well maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and to solve problems.

**Expressive Arts and Design**

Children are encouraged to use of wide range of resources in order to express their own ideas and feelings and to construct their individual response to experience in two and three dimensions. Art equipment, including paint, glue, crayons and pencils, as well as natural and discarded resources, provide an open ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. Children join in with and respond to music and stories, and there are many opportunities for imaginative role play, both individually and as part of a group.

**This policy was adopted at a meeting of  
St Johns Pre-School Group on 10 October 2018**

Signed on behalf of the pre-school.....

# **Data Protection Policy**

## **1. Introduction**

The General Data Protection Regulation (GDPR) 2018 regulates the collection, storage, use and disclosure (processing) of personal data. Any organisation that processes personal data must comply with the Act. Processing is doing anything with data – even having it in your desk drawer without looking at it is considered to be processing data. The main processing operations St Johns Pre-School does is sharing and obtaining data.

Personal data is data relating to a living individual who can be identified from the data (also known as a data subject). The data may be stored on a computer or other electronic equipment, or a relevant filing system i.e. a paper based record keeping system structured in such a way that information about a particular individual can be readily located. This includes but is not limited to: emails; database entries; photographs and digital images; and information published on the internet. It even includes post it notes and manuscript notes added to paper records.

All members of the Staff, Committee and volunteers have a responsibility to comply with the GDPR.

The Management team hold the role of St Johns Pre-School's data protection officers.

Staff, Committee members and volunteers must notify the data protection officers of any relevant filing systems or computer databases that contain (or will contain) personal data (eg names and addresses) so that it can be accounted for in St Johns Pre-School's registration held by the Information Commissioner.

Where a member of staff does not comply with the requirements of this policy disciplinary action may be taken.

## **2. FIRST PRINCIPLE OF THE DATA PROTECTION ACT**

The first principle states that personal data must be processed fairly and lawfully. This means that data subjects should be fully informed about how their data may be used and the extent to which it may be shared. In addition they must also be given the opportunity to express any objections. When a child is registered at the pre-school parents are informed of all data that is kept, and where it is kept, and parents are asked to sign that they agree with this form of data collection and storage.

If an individual would like their data withheld from a third party, their wishes should be recorded and, where viable, respected.

Should there be a situation where it would be helpful to share information regarding a child's development – the setting would gain individual consent from the parents/guardian before proceeding.

## **3. SECOND AND THIRD PRINCIPLES OF THE DATA PROTECTION ACT**

The second and third principles state that personal data must be obtained and used for a particular purpose only and shall be adequate, relevant and not excessive.

Staff and volunteers must ensure that there is clarity about the purposes for which personal data is collected and used. Only the minimum personal identifiable data necessary to satisfy those purposes must be collected, and the data must only be used for those purposes.

#### **4. THE FOURTH PRINCIPLE OF THE DATA PROTECTION ACT**

The fourth principle states that personal data shall be accurate and kept up to date. All staff, committee members and volunteers must ensure that all personal data for which they are responsible is accurate and kept up to date.

#### **5. FIFTH PRINCIPLE OF THE DATA PROTECTION ACT**

The fifth principle states that personal data shall not be kept for longer than is necessary. The retention periods for keeping data at St Johns Pre-School is in accordance to the guidelines set out by Ofsted. Procedures are in place for its safe and secure disposal. Any staff, committee members or volunteers who are unclear as to how long they need to keep data for should contact the Manager.

#### **6. SIXTH PRINCIPLE OF THE DATA PROTECTION ACT**

The sixth principle states that personal data should be processed in line with the data subject's rights.

GDPR states that, data subjects have the following rights:

- To a permanent copy of their data (subject to access)
- To object to processing likely to cause significant unwarranted damage or distress
- To notify the data controller in inaccurate data and to request inaccurate data is amended or destroyed.
- To prevent processing for the purpose of direct marketing.
- To ask the information commission to assess a case.

E mails fall within the scope of the Act and subject access rights enable individuals to obtain copies of e mails written about them. When creating, sending and managing e mails that contain personal data, these must be processed through secure e mail address of the setting and staff, committee members and volunteers must always consider whether the information that it contains about another person is something that they would be happy to disclose to them.

#### **7. SEVENTH PRINCIPLE OF THE DATA PROTECTION ACT**

The seventh principle states that appropriate technical and organisational measures must be taken against unlawful and unauthorised processing and accidental loss.

As part of meeting the obligations under principle seven, all staff must receive some guidance on data protection and the Management of the preschool is responsible for ensuring that all staff receive this guidance.

All staff, committee members and volunteers are responsible for ensuring that personal data for which they are responsible is kept securely and is not accessed by anyone who does not need it or is not entitled to have access. Staff, committee members and volunteers who hold such personal data will be required to sign an declaration of responsibility. Any member who does not comply with these regulations will face disciplinary action.

#### **8. EIGHTH PRINCIPLE OF THE DATA PROTECTION ACT**

The eighth principle states that personal data should not be transferred outside the European Economic Area without adequate protection.

Taking a smart phone or tablet containing personal data on holiday or abroad can be classed as transferring data to another country. No electronic devices belonging to St Johns Pre-School will be taken out of pre-school without permission from the Management.

## **9. SENSITIVE PERSONAL DATA**

Further requirements apply to the processing of data defined as “sensitive personal data” This is defined by the Act as personal data relating to:

- Criminal offences or alleged criminal offences
- Physical or mental health or condition
- Political opinions
- Racial or ethnic origin
- Religious or similar beliefs
- Sexual life
- Trade union membership.

The threshold for sharing confidential and sensitive personal data is higher than for other forms of data because unnecessary or inappropriate sharing is likely to cause damage, distress or embarrassment to the individual.

When transporting paper documents containing confidential or sensitive personal data, they must be transferred in a secure bag.

When e mailing confidential or sensitive personal data, this must be done through the setting's secure e mail address.

### **DATA HELD IN ELECTRONIC FORMAT**

When using portable storage media such as laptops, ipads, memory sticks, cds etc to store sensitive personal data or confidential data, these should be kept in a secure cabinet, or in a secure bag if transporting to another base other than the setting. This can only be done with the approval of the Management.

When sending confidential and sensitive personal data electronically this may only be through the setting's secure e mail address.

Files containing sensitive personal data may only be stored on the password protected computer used for this purpose.

If there is a need to send confidential and sensitive personal data physically rather than electronically, it must be transported by a trusted source, either with a colleague in a secure bag or via recorded delivery. A record must be kept of what data has been provided and to whom.

Staff, committee members and volunteers must be mindful that when send e mails, particularly those which contain personal data, the e mail must only be sent to those members of the staff, committee and volunteers who need to be kept informed, not just because they may be interested.

All electronic devices must be password protected, the password only being known by the established staff, committee members and volunteers who have been DBS checked.

Logged in PCs must not be left unattended without logging out or locking the screen.

The setting will be using 2Simple electronic programme to record observations and photographs of children's development. This information will be held on an "icloud" for which the setting pays the company to keep secure.

### **THE RECORDING OF TELEPHONE CALLS**

Staff, committee members and volunteers are not permitted, under any circumstances, to record any telephone calls made on behalf of, or received by St Johns Pre-School. Members of staff found to have recorded conversations will be subject to disciplinary procedures.

### **SECURITY**

The increasing reliance on technology for the provision of St Johns Pre-School's services make it necessary to ensure that systems are developed, operated and maintained to promote and secure an appropriate level of protection.

All members of the staff, committee and volunteers who use or have access to personal data are responsible for ensuring that this data is kept securely and is not shared with any third parties outside St Johns Pre-School without permission or a contract or haring agreement in place.

Where staff wish to share personal data with a third party outside St Johns Pre-School and do not have a contract or data sharing agreement, they must speak to the Management in order to put these measures in place.

Members of the staff, committee and volunteers must never read St Johns Pre-School files on public transport or in public places. Similarly calls relating to a child, staff or committee member must not occur in a public place.

When sending documents containing confidential data or sensitive personal data, they must be sent via one of the following options.

- On the setting's secure e mail account
- Via special or recorded delivery
- Delivered by hand in a secure bag

All confidential and personal data contained in paper records must be managed securely and not left unattended on desk, filing cabinets or on top of printers uncollected.

Confidential and personal data must be kept in secure locked cabinets or drawers, with keys in a separate location. Electronic files containing confidential and sensitive personal data must be password protected.

When disposing of paper files and records which contain confidential and sensitive personal data, they must always be shredded and never thrown in the waste paper bin intact.

Secure bags which hold sensitive personal data or confidential data must be protected against unlawful and unauthorised access by ensuring that they are never left unattended while out of the setting and specifically never left in the back of a car. On any occasion that files have to be taken home, they must be held securely at home, where only the member of staff, committee member or volunteer can access them. They must never be left in a location where another member of the household may have access to them. All staff, committee members and volunteers must have permission from the Management to take files home.

## **PASSWORDS**

Passwords are essential to keep data secure from unauthorised access or accidental misuse. This not only prevents malicious destruction of data but also protects individuals from accidentally erasing data through error.

All electronic devices in use in the setting will be password protected. Staff, committee members and volunteers are informed of the password on a need to know basis.

## **CONFIDENTIALITY**

St Johns Pre-School takes its obligations of maintain confidentiality of personal data very seriously. All staff, committee members and volunteers must respect an individual's right to confidentiality.

Information is provided by parents and carers in respect of themselves and their children as required by the Early Years Foundation Stage standards to ensure the pre-school can provide the appropriate individual care of their child. This information is stored safely and securely and only used appropriately and their confidentiality maintained.

During the course of their work, staff, committee members and volunteers may see, hear and read confidential data relating to St Johns Pre-School. Staff, committee members and volunteers sign the confidentiality statement that confidential data must not be misused or divulged to any third party. This includes the press or media.

Staff, committee members and volunteers that have access to personal data are responsible for taking the necessary steps to safeguarding its confidentiality.

Even when consent to disclose has been obtained, personal data must only be used in ways that safeguard the confidentiality of the data (including appropriate anonymity where possible)

Individuals who do not have a contract of employment with St Johns Pre-School ( and are not covered by an agreement or contract) are required to sign confidentiality and data protection statements.

There may be times when the best interest of people we support or the well being of others will outweigh a person's wishes for confidentiality. For example if there are concerns about a child being abused. If a member of staff, committee member or volunteer suspects this may be the case, they should discuss with the Child Protection Officer and follow the Safeguarding procedures of the setting.

If a member of staff, committee member or volunteer leaves St Johns Pre-School they remain under an obligation of confidentiality not to use or disclose any confidential data in their possession during or after their employment or time spent volunteering at St Johns Pre-School.

Staff, committee members and volunteers should consult with the Management if they have concerns or doubts about disclosing data.

Conversations relating to confidential matters should not take place in situations or locations where they may be overheard such as corridors or public places.

## **INFORMATION ABOUT CHILDREN AND FAMILIES**

Information that is provided by parents and carers in respect of themselves and their children as required by the Early Years Foundation Stage is stored safely and securely, paper copies in a secure cabinet, electronic copies on a password protected computer.

The pre-school collates and retains information about each child's welfare progress and development to comply with EYFS requirement in Learning Journals, regular assessments and in the future through educational software from 2Simple. Parents are required to give their consent for this data to be stored in this way.

All information with regards to children's welfare or progress is shared with parents on a regular basis and parents are welcome to see and inspect all information that is created at any time.

Information about children is ONLY shared with professionals and outside Agencies with the permission of parents, however the pre-school does expect parents to co-operate whenever it is considered to be in their child's best interest.

In exceptional circumstances information may be shared with other professionals without prior permission from parents if the safety of the child is in question. There is a statutory responsibility under the Children Act 2004 to take action on behalf of the child to protect them.

Staff ensure and safeguard all matters of confidentiality as part of their employment obligation.

### **INFORMATION ABOUT STAFF**

Recruitment and contact information provided by staff about themselves is kept securely for the purpose of their employment and is not passed to a third party.

References for past employees are provided to prospective employers and references for current staff are provided with their permission when they are seeking alternative employment.

Sensitive personal data relating to a member of the staff, committee member or volunteer must not be disclosed without the prior written consent of that individual.

### **ACCESS TO PERSONAL DATA – WHO MAY SEEK ACCESS?**

The GDPR gives data subjects the right to know what data is held about them. Parents and carers have the right to question and access what information is kept by the setting on their child. Parents request this information from the Management of the setting.

Staff members, committee members and volunteers have the right to request to see the information that is held about them by the setting. They may request this information from the Management of the setting.

### **TRANSPORTING OR SENDING PERSONAL DATA**

Before any personal data is removed from St Johns Pre-School, staff must establish whether it contains sensitive personal data.

Whenever any personal data leaves the premises, whether it is by post, carried by hand or sent by e mail, staff must assess the risks to the data subject and to the setting in the event that the data is lost or stolen.

To ensure that every reasonable precaution has been taken to prevent data from being lost or stolen whilst in transit, the following measures should be taken. Please note, this list is not exhaustive.

- Securing confidential or sensitive personal data in a secure case or bag
- Sending the documents by record delivery
- Clearly marking the envelope "private and confidential"
- Ensuring that the documents are packaged securely
- When transporting documents by hand, keeping them with you at all times and not leaving them unattended

- When sending sensitive personal data or confidential data electronically, ensure that this is done on the setting's secure e mail.

**DATA HELD OFF THE PREMISES**

The Financial Administrator is employed to carry out all matters regarding finance for the setting. In order to process financial arrangements with the parents/carers using our facilities, the Financial Administrator is supplied with data provided by them, some will include:

- Name, address and date of birth of the child
- Name, address, telephone number and e mail of parents

The Financial Administrator complies with the Confidentiality Policy of the setting.

The Financial Administrator is under obligation to keep records securely on their premises. i.e. locked filing cabinets, password protected computers and ensure no third party has access.

Should the Administrator need to transfer paperwork between their work place and the setting these will be carried in a secure bag.

A member of staff cannot remove data, such as learning journals, development reports from the setting without prior consent from the Management.

The setting and the Financial Administrator are registered with the Information Commissioner's Office (ICO)

The Management will take over all responsibility for the use, storage and transportation of all data used in the setting.  
This policy will be reviewed on a regular basis.

**This policy was adopted at a meeting of St Johns Pre-School on 10 October 2018**

**Signed on behalf of the Pre-School.....**

## Early Years Education Grant Policy

### Method

The Early Years Education Grant is claimed by the Pre-School Group from Hampshire County Council. All administration is completed by the Pre-School on receipt from parent/carers of the relevant form, that has been supplied to them, together with documentary proof of the child's date of birth.

The Early Years Education Grant is payable over the academic year in three grant periods – Spring Term 1 January – 31 March, Summer Term 1 April – 31 August and Autumn Term 1 September – 31 December. During these periods the pre-school can of course only claim grant for when the pre-school is operating. When a child attends the pre-school solely or as part of a joint provision for more than the number of hours – at present 15 per week – specified by Hampshire County Council during the grant periods, parents/carers will be asked to pay for any additional time spent in our pre-school. With effect from September 2017 some parents will be eligible to claim 30 hours a week Early Years Education Grant. Parents wishing to claim the extra 15 hours extended hours have to make the application themselves and then inform the pre-school of their eligibility code.

St Johns Pre-School Group are not in a position to offer the full 30 hours a week due to the unavailability of St Johns Hall. The maximum hours that can be offer is 26.

The Pre-School will advise parents/carers as soon as their child is eligible to receive the Early Years Education Grant. At present the Early Years Education Grant will be payable **the term after a child has had their third birthday. All parents will be advised of any changes to this, when the Pre-School is advised accordingly.** There is also available for some 2 year old children the Early Years Education Grant, but certain criteria have to be met before this is payable. A letter of authorisation has to be given to the pre-school before a claim can be made.

**This policy was adopted at a meeting of St Johns Pre-School Group on  
10 October 2018**

Signed on behalf of the pre-school.....

## Equality and Diversity Policy

### **Statement of intent**

Our pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

Our designated Equality and Diversity Officer is – Nikki White

### **Aim**

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different ethnic groups and people with disabilities;
- improve our knowledge and understanding of issues of equality and diversity; and
- make inclusion a thread which runs through all of the activities of the pre-school.

The legal framework for this policy is:

- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 2004; and
- Special Educational Needs and Disability Act 2001.
- Part 4 Education Act 1996
- The Equality Act 2010

### **Methods**

#### **Admissions**

Our pre-school is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We do not discriminate against a child with a disability or refuse a child entry to our pre-school because of any disability.
- We ensure that all parents are made aware of our equality and diversity policy.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the pre-school and in the curriculum offered.

#### *Employment*

- **Posts are advertised and all applicants are judged against explicit and fair criteria.**
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

## Training

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

## Curriculum

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

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities; and
- ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

## Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the pre-school.
- We encourage parents/carers to take part in the life of the pre-school and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means.

## Food

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.

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

### 1. Meetings

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

- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about access to the meetings.

**This policy was adopted at a meeting of St Johns Pre-School Group held on**

**9 October 2019**

**Signed on behalf of the Pre-School.....**

# Equipment and Resources Policy

## **Statement of intent**

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

## **Aim**

We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes.

## **Methods**

In order to achieve this aim:

- we provide play equipment and resources which are safe and - where applicable - conform to the BSEN safety standards or Toys (Safety) Regulation (1995);
- we provide a sufficient quantity of equipment and resources for the number of children;
- we provide resources which promote all areas of children's learning and development, which may be child- or adult-led;
- we select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
- we provide play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
- we provide made, natural and recycled materials which are clean, in good condition and safe for the children to use;
- we provide furniture which is suitable for children and furniture which is suitable for adults;
- we store and display resources and equipment where children can independently choose and select them;
- we check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment;
- we keep an inventory of resources and equipment. This will record the date on which it was last reviewed and the price paid for it or to replace it.
- we use the inventory to:
  - review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development; and
  - record the dates and results of checking the resources and equipment;
- we provide adequate insurance cover for the pre-school's resources and equipment;
- we use the local library to introduce new books to support children's interests; and
- we plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

**This policy was adopted at a meeting of St Johns Pre-School Group held  
on**

**10 October 2018 Signed on behalf of the pre-  
school.....**

# Food and Drink Policy

## **Statement of intent**

This pre-school regards snack time as an important part of the pre-school's session. Eating represents a social time for children and adults and helps children to learn about healthy eating.

## **Aim**

At snack times, parents of the children attending our setting provide their child with a snack, which meets the children's individual dietary needs.

The Pre-School provides the choice of milk or water for the children to drink at our group snack time .

We aim to meet the full requirements of Ofsted's Care Standards on Food and Drink (Standard 8).

## **Methods**

- Before a child starts to attend the pre-school, we find out from parents their children's dietary needs, including any allergies.
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children only bring into pre-school food for their snack which is consistent with their dietary needs and their parents' wishes.
- The Pre-School does not provide any snack.
- We plan "cooking" activities in advance, involving children and parents in the planning.
- We encourage parents to provide nutritious food at all snacks, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings.
- Parents are encouraged to include the following elements in snacks they bring from home
  - protein for growth; and
  - essential minerals and vitamins in raw foods, salads and fruits.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies.
- We require staff to show sensitivity with children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise snack times so that they are social occasions in which all children and staff participate.
- We use snack times to help children to develop independence through serving drink and feeding themselves.

- At our packed lunch times parents are asked to provide utensils which are appropriate for their child's ages and stages of development and which take account of the eating practices in their cultures.
- Children are encouraged to drink water throughout the session from containers supplied by their parents.. Parents are advised there should only be water in the bottles and no fruit juice, soft drinks should be provided for their child via their water bottle. We have fresh drinking water constantly available for the children. We inform the children where their containers are and that they can ask for their containers to be refilled at any time during the session.

We inform parents who provide food for their children about the storage facilities available in the pre-school.

- We give parents who provide food for their children information about suitable containers for food.
- We have rules about children sharing and swapping their food with one another in order to protect children with food allergies.
- For children who drink milk, we provide whole and pasteurised milk.
- Children who cannot drink the milk provided can, if they wish, drink a substitute milk product from home. Parents are advised on this our induction process.
- Parents are also advised during our induction process of suitable containers for their child's packed lunch, and given guidelines what items to include in their child's packed lunch.
- It is well documented under no circumstances should any items containing nuts or nut products be included in both their child's snack or packed lunch. Any item discovered containing this product will not be given to the child.

**This policy was adopted at a meeting of St Johns Pre-School Group  
held on  
28 March 2019**

Signed on behalf of the pre-school.....

## **Health and Safety Policy**

### **Statement of intent**

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

### **Aim**

We aim to make children, parents and staff 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.

### **Methods**

The member of staff responsible for health and safety is Shanice Garrick She is competent to carry out these responsibilities. She has undertaken health and safety training and regularly updates her knowledge and understanding. We display the necessary health and safety poster on the Administration table

### **Risk assessment**

Our risk assessment process includes:

- checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers adults and children;
- deciding which areas need attention; and
- developing an action plan which specifies the action required, the timescales for action, the person responsible for the action and any funding required.

We maintain lists of health and safety issues which are checked:

- daily before the session begins;
- weekly; and
- termly - when a full risk assessment is carried out.

### **Insurance Cover**

We have public liability insurance and employers' liability insurance. The certificate is displayed on our notice board in the foyer of the hall.

### **Awareness raising**

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part they play in the daily life of the pre-school.
- As necessary, health and safety training is included in the annual training plans of staff and health and safety is discussed regularly at staff meetings.
- We have a no smoking policy.

- Children are made aware of health and safety issues through discussions, planned activities and routines.

### **Children's safety**

- Only persons who have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau and are registered with Ofsted as child carers have unsupervised access to the children, including helping them with toileting.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.

### **Security**

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

### **Windows**

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

### **Doors**

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

### **Floors**

All surfaces are checked daily to ensure they are clean and not uneven or damaged.

### **Kitchen**

- Children do not have unsupervised access to the kitchen.
- All surfaces are clean and non-porous.
- There are separate facilities for hand-washing and for washing up.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- When children take part in cooking activities, they:
  - are supervised at all times;
  - are kept away from hot surfaces and hot water; and
  - do not have unsupervised access to electrical equipment.

### **Electrical/gas equipment**

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switchgear/meter cupboard is not accessible to the children.
- Electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

### **Storage**

- All resources and materials which children select are stored safely.

- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

### **Outdoor area**

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- All outdoor activities are supervised at all times.

### **Hygiene**

- We regularly seek information from the Environmental Health Department and are subject to Inspections from this Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- Children are encouraged to blow and wipe their noses where necessary. Soiled tissues are disposed of hygienically.
- Individual paper towels are used and disposed of appropriately.
- Children with pierced ears will wear “studs” only and will not be permitted to try or share each other’s earrings.
- We have a daily cleaning routine for the pre-school which includes, the main hall, kitchen, toilets and nappy changing areas.
- Hall regulations do not permit us to dispose of soiled nappies/ pull ups on the premises. Soiled nappies/pull ups will be cleaned as much as possible, double wrapped in nappy sacks and returned to the parent/carer
- Children who attend the Pre-School and are in nappies/ pull ups will be checked regularly and their nappy/pull up changed if necessary. For those children who attend the Pre-School all day, as part of our regular routine their nappy/pull up will be changed after the completion of their packed lunch. All parents will be asked to sign our toileting book when we advise them of any change of nappies/pull ups
- We have a schedule for cleaning resources and equipment, dressing up clothes and furnishings.
- We implement good hygiene practices by:
  - cleaning tables between activities;
  - checking toilets regularly;
  - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
  - providing sets of clean clothes;
  - providing tissues and wipes;

### **Activities**

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

## **Food and drink**

- Staff who prepare and handle food receive appropriate training and understand - and comply with - food safety and hygiene regulations.
- All food and drink is stored appropriately.
- Adults do not carry hot drinks through the play area and do not place hot drinks within reach of children.
- Snack times are appropriately supervised and children do not walk about with food and drinks.
- Fresh drinking water is available to the children at all times.
- We operate systems to ensure that children do not have access to food/drinks to which they are allergic.

## **Outings and visits**

- We have agreed procedures for the safe conduct of outings.
- Procedures to be followed on outings are contained within our operational plan.
- A risk assessment is carried out before an outing takes place.
- Parents always sign consent forms before major outings.
- Our adult to child ratio is high, normally one adult to two children.
- The children are appropriately supervised to ensure no child gets lost and that there is no unauthorised access to children.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.

For those children remaining at pre-school, the adult to child ratio conforms to the requirements of the Early Years Foundation Stage (EYFS) Statutory Framework

## **Animals**

- Animals visiting the pre-school are free from disease, safe to be with children and do not pose a health risk.

## **Fire safety**

- Fire doors are clearly marked, never obstructed and easily opened from inside.
- Smoke detectors/ and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
  - clearly displayed in the premises;
  - explained to new members of staff, volunteers and parents; and
  - practised regularly at least once every six weeks.
- Records are kept of fire drills and the servicing of fire safety equipment.

## **First aid and medication**

At least one member of staff with a current first aid training certificate (relevant to infants and young children) is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

It is the policy of our Pre-School that all members of Staff are in receipt of a current first aid qualification.

Our first aid kit:

- complies with the Health and Safety (First Aid) Regulations 1981;
- is regularly checked by a designated member of staff, who is Lisa Savill and re-stocked as necessary;
- is easily accessible to adults; and

- is kept out of the reach of children.

At the time of admission to the pre-school, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

Our Accident Book:

- is kept safely and accessibly;
- all staff and volunteers know where it is kept and how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a General Practitioner or hospital, or the death of a child or adult.

Any injury requiring General Practitioner or hospital treatment to a child, parent, volunteer or visitor is reported to the local office of the Health and Safety Executive.

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the local office of the Health and Safety Executive of any accident/incident involving incapacitation of over seven days of an employee who is absent or unable to undertake their normal duties

- any accident to a member of staff requiring treatment by a General Practitioner or hospital; and
- any dangerous occurrences (i.e. an event which does not cause an accident but could have done).

Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to the children. Only medication prescribed by a medical practitioner will be administered by the pre-school staff.

Parents give prior written permission for the administration of medication. The administration is recorded accurately and parents sign the record book to acknowledge the administration of a medicine.

If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

### **Sickness**

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents - or other authorised adults - if a child becomes ill at pre-school.

Ofsted is notified of any infectious diseases which a qualified medical person considers notifiable.

### **Safety of adults**

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment
- .When adults need to reach up to store equipment they are provided with safe equipment to do so.

- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues which need to be addressed.

## **Records**

In accordance with the Early Years Foundation Stage (EYFS) Statutory Framework, we keep records of:

- adults authorised to collect children from pre-school;
- the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident;
- the allergies, dietary requirements and illnesses of individual children;
- the times of attendance of children, staff, volunteers and visitors;
- accidents; and
- incidents.

In addition, the following policies and documentation in relation to health and safety are in place.

- Risk assessment.
- Record of visitors.
- Fire safety procedures.
- Fire safety records and certificates.
- Operational procedures for outings.
- Vehicle records including insurance.
- List of named drivers.
- Administration of medication.
- Prior parental consent to administer medicine.
- Record of the administration of medicines.
- Prior parental consent for emergency treatment.
- Accident record.
- Sick children.
- No smoking.

**This policy was adopted at a meeting of St Johns Pre-School Group held on  
9 October 2019**

Signed on behalf of the Pre-School.....

## Home Visit Policy

### **Aim**

To provide an opportunity for a new child and their family to meet Staff from the Pre-School in their own home prior to the child starting at the setting.

The purpose of the visit is to help the child, family and Staff members get to know more about each other in the home environment where the child usually feels most relaxed.

The home visit is an optional service that the setting provides, not all families wish to take up the offer, and the home visit is additional to our Settling In Policy provided for all children.

Procedure:

- If a parent agrees to a home visit, the Pre-School will contact the parent and arrange a time that is mutually convenient for both the family and the Staff members.
- A home visit will always be attended by two members of Staff, if possible the child's keyperson and one other, and will take place during normal Pre-School working hours, although on the day of the visits the pre-school may not be operating a session.
- One Staff member will use the home visit as a means of talking to the family, gaining information about the child and answering any questions the family may have. The other Staff member will give attention to the child during this time.
- The members of Staff will stay together during the home visit and would not expect to be left alone with the child during the visit.
- The home visit would not be expected to last longer than 30 minutes.
- The Staff will take with them a photograph album of "A Day at Pre-School" to show both the family and the child.

Staff will be conscious of the fact they are guests in the home of the family and will treat all families with a high level of respect and regard during the visit.

Staff will sign out in the Staff attendance register when they are leaving St Johns Hall, together with the name and address of the family they are visiting, if the pre-school is in session. When leaving the family's home, Staff will contact the Pre-School if it is in session to advise them whether they are returning to St Johns Hall, or advise them of the name and address of the family they are next visiting.

**This policy was adopted at a meeting of St Johns Pre-School Group  
on 10 October 2018**

Signed on behalf of the Pre-School.....

## **INTRUDERS PROCEDURE**

### **Statement of Intent**

Our Pre-School has in place security systems to prevent unauthorised access to our premises.

### **Aim**

The Pre-School will ensure at all times the children and adults feel safe and secure and no unauthorised entry to the premises occurs. Whilst the Pre-School is operating the front entrance door is kept locked at all times.

### **Method**

On arrival at the commencement of the day, routine safety checks are made to ensure access to the hall can only be made by the front door.

After the arrival of the children and departure of the parents/carers the front entrance is locked. A member of Staff is present at the inner door until such time as this has occurred.

Notices are placed in the front door advising visitors of how to gain entrance to the Pre-School. A door bell is placed outside for them to do so. All other keyholders to St Johns Hall are made fully aware, under no circumstances, whilst the Pre-School is in operation will they access the hall by using their key. Should they attempt to do so, a member of the Staff will ask them to leave immediately.

If anyone wishes to visit the hall whilst the Pre-School is in session, a member of Staff will open the front door, telling other Staff members they are doing so. They will replace the screens over the inner door to prevent children following.

Any bona fide visitors will be asked to sign our visitors book on arrival and on departure they will sign out with the time of departure.

Visitors will always be escorted at all times by a member of Staff during their stay in the Pre-School, they will not be permitted to spend time alone with the children in our care.

**This procedure was adopted at a meeting of St Johns Pre-School  
Group  
On 10 October 2018**

Signed on behalf of the Pre-School.....

## **Lost Child Procedure**

### **Statement of Intent**

The care and safety of all children is always of paramount importance to this Pre-School.

### **Aim**

We comply with all safety procedures in our setting making it impossible for any child to leave the premises unaccompanied. Children will only leave the premises with an adult who is know to the Pre-School or who has the parents/carers permission to do so.

### **Method**

On outings and walks around the locality, a child who is not accompanied by their parent/carer will always be in the care of a staff member, complying with the necessary adult to child ratio 1:2 Outdoor activities will take place in our enclosed play area, no child will be allowed entry or exit from this area unless in the company of a member of staff.

However, if a child did appear to be lost during or at the end of a session, we would follow this procedure.

- Two staff members to firstly check the main door to ensure it is locked. Check all cupboards, toilet area, kitchen area, play equipment and any other areas where a child could hide, calling out the child's name constantly.
- Supervisor and two members of staff to keep the other children together in the hall and check the register again.
- If there is no result inside the building, two members of staff to check the play area and car park areas outside the building constantly calling the child's name.
- Supervisor to inform the parents, other named contacts on the records maintained by the Pre-School, the Police by dialling 999 and Hampshire Childrens Services 0845 603 5620.

**This policy was adopted at a meeting of St Johns Pre-School Group  
on 10 October 2018**

Signed on behalf of the pre-school.....

## **Medication and Illness Policy**

### **Statement of Intent**

Our pre-school promotes a healthy lifestyle and a high standard of hygiene in its day to day work with children and adults.

### **Aim**

We aim to ensure this is achieved in the following ways.

### **Method**

#### **Health**

#### **Food**

- All snacks provided will be nutritious and pay due attention to children's particular dietary requirements.
- When cooking with children as an activity, the adults will provide healthy, wholesome food,, promoting and extending the children's understanding of a healthy diet.

#### **Outdoor play**

- Children will have the opportunity to play in the fresh air throughout the year (either in the pre-school's own outside play area or on outings to parks or other community play spaces)

#### **Illness**

- Parents/carers are asked to keep their children at home if they have any infection, and to inform the pre-school as to the nature of the infection so that the pre-school can alert other parents and make careful observations of any child who seems unwell.
- Parents/carers are asked not to bring into the pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.
- If the children of pre-school staff are unwell, the children will not accompany their parent/carer to work in the pre-school.
- Cuts or open sores, whether on adults or children will be covered with sticking plaster or other dressing.
- If a child is on prescribed medication the following procedures will be followed:
  - ❖ If possible, the child's parents/carers will administer medicine. If not, medicine must be clearly labelled with the child's name, dosage and any instructions.
  - ❖ The Pre-School will only administer medicines that have been prescribed by the child's General Practitioner, Hospital or any other Health professional.
  - ❖ Written information will be obtained from the parent/carer, giving clear instructions about the dosage, administration of the medicine and permission for a member of staff to follow the instructions.
  - ❖ All medicines will be kept in a lockable cupboard or if required refrigerated.
  - ❖ A medication book will be available to log in the name of the child receiving medication, times that the medication should be administered, date and time

when medicine is administered, together with the signature of the person who has administered each dose.

- ❖ With regard to the administration of life saving medication such as insulin/adrenalin injections or the use of nebulisers, the position will be clarified by reference to the pre-school's insurance company (this will be through the Insurance Office at Pre-School Learning Alliance National Centre.) Staff members will also undertake relevant training to enable the administration of such life saving medication to take place.
- All Staff members will be in possession of, or working towards a relevant Paediatric First Aid qualification.
- The pre-school will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed. Shanice Garrick is our designated staff member responsible for the regular up dating and checking of our first aid equipment.
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### **Asthma Medications**

Parents of children who may need the Pre-School to administer asthma medications, such as nebulisers, inhalers or any other necessary medications, are requested by the Pre-School to instruct at least two members of Staff in their administration. Parents are also required to sign a medication authorisation letter requesting the Pre-School to administer the necessary medication, together with concise clear instructions. Parents will then be asked by the Pre-School to sign our medication book at the end of the session if the Pre-School staff have had to administer medication.

### **Head Lice**

- All parents/carers of children found to have Head Lice will be informed immediately.

Remember – this spreads rapidly, so PLEASE check your child's hair regularly and inform the Staff immediately – thank you.

### **Information sources**

- Parents will have the opportunity to discuss health issues with pre-school staff and will have access to information available to the pre-school.
- The pre-school will maintain links with health visitors and gather health information and advice from the local health authority information services and other health agencies.

**This policy was adopted at a meeting of St Johns Pre-School Group  
on 9 October 2019**

Signed on behalf of the pre-school.....

## **Mobile Phone and Camera Policy**

At St Johns Pre-School the welfare, protection and safety of every child in our care is of paramount importance, and we take our responsibility to safeguard children seriously.

We have procedures in place which we ask everyone to respect, to help promote the safety of the children in our care.

At no time during the pre-school session will staff members have access their phones .

When the pre-school is in session all mobile phones will be inactivated , out of sight and at no time during our opening times will a mobile phone be used to either receive or make phone calls.

In case of emergency staff will use the pre-school mobile phone to make calls.

Anyone wishing to use their phone will be asked to leave the premises to do so.

Visitors are also asked not to take any photographs during their time in the pre-school session. At special events such as the Christmas Concert the pre-school will allow parents to take photographs but under no circumstances are these images to be displayed on any social networking sites.

If at any time it transpires images have been displayed on social networking sites the privilege of taking photographs at our special events will be dispensed with.

It is the responsibility of St Johns Pre-School Group to safeguard the children in our care which is taken very seriously.

**This policy was adopted at a meeting of St Johns Pre-School on  
10 October 2018**

Signed on behalf of the pre-school.....

## **The Non-Collection of Children Policy**

### **Statement of intent**

In the event that a child is not collected by an authorised adult at the end of a pre-school session/day, the Pre-school puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

### **Aim**

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### **Procedures**

1. Parents of children starting at the pre-school are asked to provide specific information which is recorded on our Registration Form, including:
  - home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour's;
  - place of work, address and telephone number (if applicable);
  - mobile telephone number (if applicable);
  - names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from pre-school, for example a childminder or grandparent; and
  - information about any person who does not have legal access to the child.
2. On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted in our Collection Book.
3. On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in our Collection Book. We agree with parents how the identification of the person who is to collect their child will be verified.
4. Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that - in the event that their

children are not collected from pre-school by an authorised adult and the staff can no longer supervise the child in our premises - we apply our safeguarding children procedures as set out in our Safeguarding Children policy.

5. If a child is not collected at the end of the session, we follow the following procedures:

- the Collection Book is checked for any information about changes to the normal collection routines;
- if no information is available, parents/carers are contacted at home or at work;
- if this is unsuccessful, the adults who are authorised by the parents to collect their child from pre-school - and whose telephone numbers are recorded on the Registration Form - are contacted;
- all reasonable attempts are made to contact the parents/carers, for example a neighbour is contacted or another member of staff visits the child's home;
- the child stays at pre-school in the care of two fully-vetted workers until the child is safely collected;
- the child does not leave the premises with anyone other than those named on the Registration Form and in the Collection Book;
- if no-one collects the child and the premises are closing, or staff are no longer available to care for the child, we apply the procedures set out in our Safeguarding Children Policy. We contact Hampshire Childrens Services 0845 603 5620 and inform Ofsted 0300 123 1231 and Hampshire Police 0845 045 45 45
- a full written report of the incident is recorded

**This policy was adopted at a meeting of St Johns Pre-School Group held on 10 October 2018**

Signed on behalf of the pre-school.....

## **Parental Involvement Policy**

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

### **Our aim**

- To support parents as their children's first and most important educators.
- To involve parents in the life of the pre-school and their children's education.
- To support parents in their own continuing education and personal development.

### **Method**

In order to fulfil these aims:

- we are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- through access to written information and through regular informal communication, we inform all parents about how the group is run and its policies.
- We ensure through regular newsletter communication parents are aware of our non mobile phone policy. No mobile phones are to be used whilst a parent is present during our sessions. If a parent urgently needs to communicate via their mobile phone they are requested to leave the premises to do so.
- We check to ensure parents understand the information which is given to them;
- we encourage and support parents to play an active part in the governance and management of the pre-school;
- we inform all parents on a regular basis about their children's progress;
- we involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written records;
- we provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the group;
- we inform parents about relevant conferences, workshops and training;
- we consult with parents about the times of meetings to avoid excluding anyone;
- we provide information about opportunities for being involved in the pre-school in ways which are accessible to parents with basic skills needs, or those for whom English is an additional language;
- we hold meetings in venues which are accessible and appropriate for all;
- we welcome the contributions of parents, in whatever form these may take;
- we inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure; and
- we provide opportunities for parents to learn about the pre-school curriculum and about young children's learning, in the pre-school and at home.

In compliance with the Early Years Foundation Stage (EYFS) Statutory Framework the following documentation is in place:

- Admissions policy;
- Complaints procedure;
- Record of complaints; and
- Activities provided for children.

**This policy was adopted at a meeting of St Johns Pre-School Group held on  
10 October 2018**

Signed on behalf of the pre-school.....

# Physical Handling Policy

## Background

All staff within our setting aim to help children take responsibility for their own behaviour. This can be done through a combination of approaches which include:

- Positive role modelling
- Planning a range of interesting and challenging activities
- Setting and enforcing appropriate boundaries and expectations
- Providing positive feedback

However, there are very occasional times when a child's behaviour presents particular challenges that may require physical handling.

## Definitions

There are three main types of physical handling

**1. Positive Handling** - the positive touch is a normal part of human interactions. Touch might be appropriate in a range of situations.

- Giving guidance to children (such as how to hold a paintbrush or when climbing).
- Providing emotional support (such as placing an arm around a distressed child)
- Physical care (such as first aid or toileting)

Our staff exercise appropriate care when using touch.

**2. Physical Intervention** – Physical intervention can include mechanical and environmental means such as stair gates or locked doors. These may be appropriate ways of ensuring a child's safety.

**3. Restrictive physical intervention** – This is when a member of staff uses physical contact intentionally to restrict a child's movement for their or another child or adult's safety. In most cases this will be through the use of the adults body rather Than mechanical or environmental methods.

## **Principles for the use of restrictive physical intervention**

Restrictive physical handling will be used in the context of positive behaviour management approaches.

Our setting will only use restrictive physical intervention in extreme circumstances. It is not the preferred way of managing children's behaviour and will only be used in the context of a well established and well implemented positive framework. The positive framework is described in more detail in our Behaviour Management Policy.

We will do all we can to avoid using restrictive physical intervention.

Restrictive physical intervention will only be used when staff believe its use is in the child's best interest: their needs are paramount.

When a child is in danger of hurting themselves, others or causing significant damage, staff have a responsibility to intervene. Our staff will use as little restrictive action as necessary in order to maintain safety. Staff will only use this for as short a period as possible.

## **When can restrictive physical intervention be used?**

Restrictive physical intervention can be justified when:

- Someone is injuring themselves or others
- Someone is damaging property
- There is suspicion that although injury or damage has not yet occurred it is about to

Staff might use restrictive physical intervention if a child is trying to leave the site and it is judged that the child would be at risk. This would also cover staff who are in charge of children on trips. Other protective measures would also be in place. Please see our Health and Safety Policy.

The aim in using restrictive physical intervention is to restore safety, both for the child and those around him or her.

## **Who can use restrictive intervention?**

A member of staff who knows the child well, this person is most likely to be able to use other methods to support the child and keep them safe without using restrictive physical intervention.

## **What type of restrictive physical intervention can and cannot be used?**

Any use of restrictive physical intervention in our setting is consistent with the principle of reasonable minimal force.

Our staff will:

- Aim for side-by-side contact with the child
- Aim for no gap between the adult's and child's body
- Aim for the adult's back as straight as possible
- Hold children by "long bones" i.e. avoid grasping at joints where pain and damage are most likely.
- Ensure there is no restriction to the child's ability to breathe
- Avoid lifting children.

### **Planning**

In an emergency staff will do their best within their duty of care and using reasonable minimal force. After an emergency the situation is reviewed and plans for an appropriate future response are made. An individual behaviour plan for the child will then be written. If this behaviour plan includes restrictive physical intervention it will be just one part of a whole approach to supporting a child's behaviour. Please ask for more information on behaviour plans. Everyone involved in the child's care will contribute to the behaviour plan which will be recorded and reviewed.

### **Recording and Reporting**

We will record any use of restrictive physical intervention.

### **Supporting and reviewing**

It is distressing to be involved in a restrictive physical intervention, whether as the person doing the holding, the child being held or someone observing or hearing about the incident. Support will be given to all those who were involved.

After a restrictive intervention our staff will review the child's behaviour plan so that the risk of needing to use restrictive physical intervention again is reduced.

### **Monitoring**

Monitoring the use of restrictive physical intervention will help to identify trends and therefore help develop our ability to meet the needs of children without using restrictive physical intervention. This will be done through keeping records and ongoing discussions.

We will also seek support from our Area Inclusion Officer where appropriate.

### **Complaints**

Where anyone (child, carer, staff member or visitor) has a concern, this should be dealt with through the setting's usual complaints procedure – please see our Complaints Policy.

**This policy was adopted by a meeting of St Johns Pre-School held on 10 October 2018**

Signed on behalf of the pre-school.....

## **Privacy Policy**

St Johns Pre-School are committed to protecting your privacy. This statement explains how St Johns Pre-School uses any information you give us and the ways in which we protect your privacy. We ask you to read it carefully. We may be required to change it from time to time so we also ask you to check it occasionally to make sure you are aware of the latest version.

St Johns Pre-School are a data controller for the purposes of the General Data Protection Regulation (GDPR) (2018) We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

We collect personal information that you volunteer on forms which you submit to us (including but not limited to registration, funding applications and surveys) and we may receive information about your child from a previous preschool/nursery.

### **Personal details that we collect about your child include:**

- Your child's name, date of birth, address, health and medical needs, development needs and any special educational needs.

Where applicable we will obtain child protection plans from social care and health care plans from health professionals.

We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

### **Personal details that we collect about you include:**

- Your name, home address, telephone numbers, emergency contact details and family details.

If you apply for up to 30 hours free childcare we will also collect:

- Your national insurance number or unique taxpayer reference (UTR), if you are self employed. We may also collect information regarding benefits and family credits you are in receipt of.

### **Why we collect this information and the legal basis for handling your data**

We use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- Contact you in an emergency
- Support your child's wellbeing and development
- Monitor and report on your child's progress and to identify any areas of concern
- To manage any special educational, health or medical needs of your child whilst at our setting
- To maintain contact with you about your child's progress and respond to any questions you may have
- To access funding for early years provision for your child: 15 hour universal education grant, pupil premium and 30 hour extended entitlement
- Assess the quality of our provision
- To keep you updated with information about our service

With your consent, we will also record your child's activities for their individual learning record. This may include photographs. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school your child will be attending.

### **Who we share your data with:**

In order for us to deliver childcare services we will also share your data as required with the following categories recipients:

- Ofsted during an inspection or following a complaint about our service
- Banking services to process payments
- The Local Authority (where you claim up to 30 hours free childcare as applicable)
- The Government's eligibility checker
- Our insurance underwriter (if applicable)
- Our setting's software management provider(if applicable)
- The school that your child will be attending.

We will also share your data if:

- We are legally required to do so, for example, by law, by a court or the Charity Commission.
- To enforce or apply terms and conditions of your contract with us.
- To protect your child and other children, for example by sharing information with social care and the police
- It is necessary to protect our, or others, rights, property or safety.

### **How do we protect your data?**

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused or disclosed by following our policies with regard to storing and processing of data.

### **How long do we retain your data?**

We retain your child's personal data for up to 3 years after your child no longer uses our setting, or until our next Ofsted inspection after your child leaves our setting. Medication records and accident records are kept for longer according to legal requirements. Your child's learning and development records are maintained by us and handed to you when your child leaves. In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if necessary to comply with legal requirements.

### **Your rights with respect to your data**

You have the right to

- Request access, amend or correct yours and your child's personal data
- Request that we delete or stop processing yours and your child's personal data for example where the data is no longer necessary for the purposes of processing and
- Request that we transfer your, and your child's personal data to another person.

### **We will not share your data with any other organisation to use for their own purposes.**

The information can only be held and used with your consent and your consent can be withdrawn at any time by contacting

Mrs Lisa Savill – Manager – St Johns Pre-School

You can also contact the above officer if you wish to access any records we hold about you or your child or, if you believe we hold any information about yourself or your child that is not accurate or we have no legal right to hold, to request that the information is rectified or erased. The above officer can also give you details of our data protection policy.

If you have any concern or complaints about the information we hold about you or your child or how we, as an organisation, obtain, process, store or share personal data relating to you or your child, first speak or write to the above officer.

If however, you are dissatisfied with our response to your complaint you can of course contact the:

Information Commissioners Office\* Wycliffe House, Water Lane, Wilmslow, Cheshire SK9 5AF Tel: 0303 123 1113 (local rate) or 01 625 545745 if you prefer to use a national rate number. Web site <http://ico.org.uk>

\*The Information Commissioners Office deals with concerns and complaints relating to data protection and freedom of information legislation.

**This Privacy Policy is written in conjunction with the Data Protection Policy of St Johns Pre-School**

**This Policy was adopted at a meeting of St. John's Pre-School Group on**

**9 October 2019**

Signed on behalf of the pre-school .....

## **Record Keeping Policy**

### **Statement of Intent**

It is our intention to ensure each child's development is unique and special – our record keeping and keyperson system will ensure this.

### **Aim**

- The pre-school will get to know the children as people
- We will observe their progress
- We will detect any problems
- We will ensure we provide for their needs, in all areas of their development

### **Method**

Parents are the first educators of their children, we aim to give support to each family. Each child and their family will be allocated a personal keyperson who will liaise closely with them and discuss their child's achievements, developments and individual educational/play plans regularly.

Every effort will be made to allocate each family a personal keyperson who will be in the Pre-School on each session the child attends, however this may not always be possible.

- A report of the child's achievements and progress covering the Early Years Foundation Stage will be forwarded to the child's new setting when they leave our Pre-School. Any other records, photographs, pictures etc., will be handed to the parents/carers when the child leaves the Pre-School.
- Staff will not discuss individual children, other than at their regular curriculum planning meetings, with people other than the parent/carers of that child.
- Records will be kept in a locked container so they are only readily accessible to both parent/carers and the personal keyperson.

**This policy was adopted at a meeting of St Johns Pre-School Group on  
10 October 2018**

Signed on behalf of the pre-school.....

# **Safeguarding Children Policy**

## **Statement of intent**

Our pre-school wants to work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

## **Aims**

Our aims are to:

- create an environment in our pre-school which encourages children to develop a positive self image, regardless of race, language, religion, culture or home background;
- help children to establish and sustain satisfying relationships within their families, with peers, and with other adults;
- encourage children to develop a sense of autonomy and independence;
- enable children to have the self confidence and the vocabulary to resist inappropriate approaches; and
- work with parents to build their understanding of and commitment to the welfare of all our children.

The legal framework for this work is:

- The Rehabilitation of Offenders Act
- The Children Act 2004
- Human Rights Act 1998
- General Data Protection Regulation (GDPR) 2018
- The Protection of Children Act 1999
- The Children (NI) Order
- The Children (Scotland) Order

Liaison with other bodies

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of Local Safeguarding Children Guidelines available for staff and parents to see.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which affect the wellbeing of children.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the pre-school and social services to work well together.
- Who should be informed – Regulatory Authorities – Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD 0300 123 1231 Child Protection Unit of Children's Services – Tel 0300 55 1384 – Social Care/Children's Services Out of Hour 0330 55 1373 Hampshire Police 0845 045 45 45,
- Records of the local NSPCC contacts are also kept.
- If a report is to be made to the authorities, we act within the Local Safeguarding Children guidance in deciding whether we must inform the child's parents at the same time.
- 

## **Methods**

### **Staffing and volunteering**

### **Supervision/Tracking Meetings**

- Our named person who coordinates Safeguarding Children issues is Lisa Savill – Supervisor

- We recognise that staff supervision is integral to the effective delivery of Early years provision.
- The quality of staff supervision impacts on outcomes for children and their families.
- The Supervisor will ensure delivery of one to one supervision meetings at least once a term and the supervisee will take responsibility for raising any concerns they may have with regard to children's development and well being.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the pre-school are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and police checks for staff and volunteers, to ensure that no disqualified person or unfit person works at the pre-school or has access to the children. All members of Staff sign an annual declaration confirming they, nor any member of their household have any convictions, cautions or court orders made against them which would disqualify them from working with children or affect their suitability to do so. Staff members will also advise the Supervisor of any change in their circumstances in this area.
- Volunteers do not work unsupervised.
- No staff member or volunteer will be permitted to have in their possession a mobile telephone when the pre-school is in session.
- Members of Staff will not use social networking sites to pass on any confidential nature information they may become aware of and are discouraged from communicating via social networking sites with parents and families of children who are currently attending the pre-school.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the pre-school.
- We take security steps to ensure that we have control over who comes into the pre-school so that no unauthorised person has unsupervised access to the children.

### • **Disciplinary Action**

Where a member of staff or a volunteer is dismissed from the pre-school or internally disciplined because of misconduct relating to a child, we notify the Department of Health administrators so that the name may be included on the List for the Protection of Children and Vulnerable Adults.

Allegations made against members of Staff in respect of Child Protection actions.

Procedures are in place to ensure all members of Staff should avoid putting themselves in any situation that may lead to allegations being made against them

However, any allegations made by parents/carers will be subject to the following complaints procedures:

- What action should be taken with regard to the member of Staff.
- Who should be informed – Local Authority Designated Officer – Barbara Piddington 01962 876265 Regulatory Authorities –Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD Child Protection Unit of Childrens Services – Tel 0300 555 1384 Hampshire Police 0845 045 45 45
- How any investigation will be conducted and by whom.
- How confidentiality will be managed..

## **Training**

We seek out training opportunities for all adults involved in the pre-school to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals. We ensure that all staff know the procedures for reporting and recording their concerns in the pre-school.

## **Planning**

The layout of the room allows for constant supervision. Where children need to spend time away from the rest of the group, the door is left ajar.

## **Curriculum**

- We introduce key elements of safeguarding children into our early years foundation stage( EYFS) curriculum, so that children can develop understanding of why and how to keep safe.
- We create within the pre-school a culture of value and respect for the individual.
- We ensure that this is carried out in a way that is appropriate for the ages and stages of our children.

## **Complaints**

- We ensure that all parents know how to complain about staff or volunteer action within the pre-school, which may include an allegation of abuse.
- We follow the guidance of the Local Safeguarding Children Board when investigating any complaint that a member of staff or volunteer has abused a child.
- We have in place a “whistle blowing” procedure whereby members of Staff know the procedure to follow if they are concerned the designated Safeguarding Officer is not fulfilling her duties competently.
- We follow all the disclosure and recording procedures when investigating an allegation that a member of staff or volunteer has abused a child as if it were an allegation of abuse by any other person.
- Responding to suspicions of abuse
- We acknowledge that abuse of children can take different forms - physical, emotional, sexual and neglect.
- When children are suffering from physical, sexual or emotional abuse, this may be demonstrated through changes in their behaviour, or in their play. Where such changes in behaviour occur, or where children's play gives cause for concern, the pre-school investigates.
- We allow investigation to be carried out with sensitivity. Staff in the pre-school take care not to influence the outcome either through the way they speak to children or ask questions of children.
- Where a child shows signs and symptoms of 'failure to thrive' or neglect, we make appropriate referrals.

## **Prevent of Duty**

We promote fundamental British values by working to the Early Years Foundation Stage statutory framework assisting the children’s Personal Social and Emotional Development and Understanding of the World.

## **Disclosures**

Where a child makes a disclosure to a member of staff, that member of staff:

- offers reassurance to the child;
- listens to the child; and
- gives reassurance that she or he will take action.

The member of staff does not question the child

### **Recording suspicions of abuse and disclosures**

Staff make a record of:

- The child's name;
- The child's address;
- The age of the child;
- The date and time of the observation or the disclosure;
- An objective record of the observation or disclosure;
- The exact words spoken by the child;
- The name of the person to whom the concern was reported, with date and time; and
- The names of any other person present at the time.

These records are signed and dated and kept in a separate confidential file.

All members of staff know the procedures for recording and reporting.

### **Informing Parents**

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this. This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

### **Confidentiality**

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

### **Support to families**

- The pre-school takes every step in its power to build up trusting and supportive relations among families, staff and volunteers in the group.
- The pre-school continues to welcome the child and the family whilst investigations are being made in relation to abuse in the home situation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child only if appropriate under the guidance of the Local Safeguarding Children Board.
- With the proviso that the care and safety of the child is paramount, we do all in our power to support and work with the child's family.

**This policy was adopted at a meeting of St Johns Pre-School Group  
held on 9 October 2019**

Signed on behalf of the pre-school.....

## Settling in Pre-School Policy

### **Statement of intent**

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

### **Aim**

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

### **Methods**

- Before a child starts to attend the pre-school, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about pre-school activities, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the pre-school.
- When a child starts to attend, we work with his/her parents to decide on the best way to help the child to settle into the pre-school.
- We allocate a key person to each child and his/her family, before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session.
- We use pre-start visits to explain and complete with his/her parents the child's registration records.
- Within the first half term of starting we discuss and work with the child's parents to create their child's record of achievement.

**This policy was adopted at a meeting of St Johns Pre-School Group  
on 10 October 2018**

Signed on behalf of the pre-school .....

## Special Educational Needs/Disability policy

### **Statement of intent**

We provide an environment in which all children are supported to reach their full potential.

### **Aims**

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

### **Methods**

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) who is Della Melton
- We provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.

- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

**This policy was adopted at a meeting of St Johns Pre-School Group  
held on 10 October 2018**

Signed on behalf of the pre-school.....

## **Staffing and Employment Policy**

### **Statement of intent**

We provide a high staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and are checked for criminal records through the Disclosure and Barring Service in accordance with Ofsted's requirements.

### **Aims**

To ensure that children and their parents are offered high quality pre-school care and education.

### **Methods**

- To meet this aim we use the following ratios of adult to children
  - children aged 2 years 6 months – 5 years
  - 1 adult: 6 children
- A minimum of four staff/adults are on duty at any one time, although we aim to have five members of Staff present at each session.
- We use a key person system to ensure that each child and each family has a particular member of staff for discussion and consultation.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties which may arise from time to time.
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their roles and responsibilities.
- Staff are encouraged, if possible, not to take their annual holiday during term time.
- Staff wages are reviewed by the Management Committee annually in April.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by us imposing conditions or requirements which are not justifiable.
- All our members of Staff hold the National Vocational Qualification in Early years Education and Childcare Level 3.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through Hampshire County Council Early Years Unit, the Pre-school Learning Alliance and other agencies
- Our pre-school budget allocates resources to training. Members of Staff attending training which is required by the Regulatory Authorities will be paid their normal hourly rate for the time spent attending the training, upon completion of the training. Members of Staff will be asked to sign an undertaking when the Pre-School are funding their NVQ training, should they resign their position within two calendar years of completion of training where they have received payment in addition to their normal wages payment, they will be asked to reimburse the Pre-School with the appropriate amount.
- We provide staff induction training prior to commencement of employment. This induction includes our Health and Safety Policy and Procedures, Safeguarding Children

Policy and Procedures and Emergency Evacuation of the Premises procedure Other policies and procedures will be introduced within an induction plan.

- We support the work of our staff by holding regular supervision meetings and appraisals.
- We recognise that staff supervision is integral to the effective delivery of Early Years provision.
- The quality of staff supervision impacts on outcomes for children and their families.
- The delivery of supervision must be a priority task within St Johns Pre-School.
- All staff at St Johns Pre-School have the right to receive regular formal supervision from a supervisor who have received appropriate training and is supported within their supervisory role.
- All staff have a responsibility to participate in the supervision and attend formal meetings.
- The process of supervision is a shared responsibility: staff and their supervisor are expected to contribute to the effectiveness of the process and St Johns Pre-School has a responsibility to facilitate a culture which supports the process.
- The Supervisor will ensure the delivery of a one to one supervision/tracking meeting at least once a term, should there be an issue the meetings would increase in line with the severity of the issue.
- The Supervisee will take responsibility for raising any concerns they may have with regard to:
  - Children's development and well being
  - Provision and practice
  - Working environment
  - Work performance/achievements/queries/concerns
  - Personal concerns/issues
  - On going suitability
  - Training support
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.
- We use Ofsted guidance on obtaining references and criminal record checks through the Disclosure and Barring Service for staff and volunteers who will have substantial access to children.. All members of Staff sign an annual declaration confirming they, nor any member of their household have any convictions, cautions or court orders made against them which would disqualify them from working with children or affect their suitability to do so. Staff members also advise the Supervisor of any change in their circumstances in this area.
- Until the necessary documentation is in place, no member of Staff will be placed in a position when they are left in sole care of any child/children.

#### **Mobile Telephones/Social Networks**

No member of Staff is permitted to have in their possession their mobile telephone when the Pre-School is in session. All personal mobile telephones are left locked with their personal belongings and are switched off. Staff members are encouraged to receive personal telephone calls via the landline.

Members of Staff are aware of the confidential nature of any information they may become aware of concerning the families attending the Pre-School and under no circumstances will any of this information be used whilst using social networking sites. Staff are discouraged from communicating via social networking sites with parents and families of children who currently attend St Johns Pre-School Group.

**This policy was adopted at a meeting of St Johns Pre-School Group held on 9 October 2019**

**Signed on behalf of the pre-school.....**

## **Student Placement Policy**

### **Statement of intent**

This pre-school recognises that qualifications and training make an important contribution to the quality of the care and education provided by pre-school settings. As part of our commitment to quality, we offer placements to students undertaking early years' qualifications and training, including those studying for the CACHE level 2 Certificate in Pre-school Practice and CACHE level 3 Diploma in Pre-school Practice. However it is our policy not to offer placements to students who have a sibling or relation currently attending our Pre-School.

### **Aim**

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

### **Methods**

- We require students to meet the 'suitable person' requirements of Ofsted.
- We require schools placing students under the age of 17 years with the pre-school to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students who are placed in our pre-school on a short term basis are not counted in our staffing ratios. Students who are placed for longer periods - for example, a year - may be counted in our staffing ratios provided we consider them to be competent.
- We take out employers' liability insurance and public liability insurance which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our pre-school is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers which hinder the essential work of the pre-school.
- We ensure that students placed with us are engaged in bona fide early years' training which provides the necessary background understanding of children's development and activities.

**This policy was adopted at a meeting of St Johns Pre-School Group  
held on 10 October 2018**

Signed on behalf of the pre-school.....

## **Zero Tolerance Policy**

It is an offence under the Public Order Act Section 5 to use threatening or abusive behaviour or language causing harassment, harm or distress.

The Pre-School's intention is to create an environment in which children, staff and volunteers are free from abuse, harassment and threatening behaviour and are treated with respect and any suspicion of abuse is promptly and appropriately responded to.

We work positively towards developing a working partnership with parents, guardians, carers and other family members.

The Pre-School will not tolerate any inappropriate or aggressive behaviour towards the staff, children and volunteers

Staff will report any incidents of verbal or physical aggression to the Manager and Chairperson and all such instances will be recorded.

Parents are strongly advised to follow our procedures outlined in our Complaints Policy, a copy of which every parent receives, for raising concerns or complaints.

**This policy was adopted at a meeting of the pre-school  
held on 10 October 2018**

**Signed on behalf of the pre-school.....**