



Wood Street Nursery and Forest school Policies and Procedures Handbook

This handbook contains a clear and complete guide to all policies and procedures in place at Wood Street Nursery and Forest Pre-school. We have designed these policies and procedures to reflect the values and principles of our setting and to support our preschool community through the day.

By sharing this with you it will give a good understanding of what you can expect from us and what we expect from you. Please take the time to read carefully through this document.

We will review and update policies as and when needed in line with current legislation or guidance to ensure that we are providing care to the standard we and you expect.

Kelly Cooper & Danielle Brennan

Partnership of Tiny acorns.

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Administering Medication

Aim This guidance aims to help you think about what you do to make sure that children with medical needs receive proper care and support whilst in the setting. And that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements.

Statutory Framework for the Early Years Foundation Stage (2017) Providers on the Early Years Register must meet the safeguarding and welfare requirements set out in the Statutory Framework for the Early Years Foundation Stage (2017)

3.45. Providers must have and implement a policy, and procedures, for administering medicines. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up to date. Training must be provided for staff where the administration of medicine requires medical or technical knowledge. Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).

3.46. Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that medicine has been obtained from the child's parent and/or carer. Providers must keep a written record each time a medicine is administered to a child and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.

3.19. If Practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice. Providers must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times.

We believe that children who are sick should be at home until they are well enough to return to the Pre-School. However, we recognise that sometimes children will need medication to help maintain their health and well-being or when they are recovering from an illness. In these circumstances, we will agree to administer medication. Administering medicines will only be done where it would be detrimental to the child's health if not given in the setting.

If your child develops a fever whilst in the care of the Pre-School, a senior staff member will telephone the parent/guardian to collect them as soon as possible. If for any reason there is a delay for a parent/guardian to collect a child, the senior staff member will ask your permission to administer Calpol to help reduce a fever. Calpol will only be administered by a senior staff member and the parent/guardian will need to sign a medication form on collection of the child. Despite being given Calpol, parents/guardians are still requested to collect a child as soon as possible. Other than in an emergency situation, the preschool will not administer Calpol or Nurofen unless it has been prescribed by a doctor.

In an emergency, where a child is experiencing a mild allergic reaction, a senior staff member from pre-school may administer Piriton, with the parent/carer's prior permission. Parents/carers will be notified immediately if their child is experiencing an allergic reaction and requested to collect their child as soon as possible so that further medical assistance may be sought. Parents/carers will be asked to sign the medication form detailing the administration of Piriton. Consent Parents/carers must give prior written

consent for the administration of medication. No medication will be given unless the consent form is completed and signed.

The form includes the following information:

- full name of the child
- name of medication and strength
- name of prescribing doctor
- dosage to be given in the Pre-School
- timing of the dosage to be given, if applicable
- expiry date of the medication
- printed name of parent/guardian and signature which is dated; Administration The administration of medicine must be recorded accurately each time it is given and signed by staff.

Parents must sign the record when they collect their child to acknowledge the administration of a medicine. The medication record will record the:

- name of child
- name and strength of medication
- date and time of dose
- signature of staff who has administered the medication
- signature of other staff member to witness administration and confirm that they have checked the name and dose is correct
- signature of parent when they collect their child.
 - Medication must be clearly labelled with the child's name and will be stored safely in a secure cupboard or refrigerated.
 - Long Term Medical Conditions A full risk assessment will be carried out for any child with a long-term medical condition that might require on-going medication.

Arrivals and Departures Policy

At the Pre-School we are committed to always ensuring the safety of the children. We acknowledge that arrival and departure times at the Pre-School are high risk in terms of the safety of the children and therefore strictly follow the procedures set out below.

At each session

- There will be a member of the key children team to greet you and your child/ren and take down any information needed.
- Your children will enter taking off their coats and washing their hands.
- The front door will be locked with a safety chain when the children are inside.

- When the outside area is open to the children a member of staff will always check that the gate is locked and bolted. The outside area is fully enclosed and secure and a member of staff will always remain outside with the children.
- Parents/carers are asked to inform the Pre-School if their child cannot attend.
- All staff will be recorded on the register.
- Members of staff will not admit visitors if they do not have an appointment, are not recognised by the staff or cannot show their identification.
- All visitors will sign in and out of the visitor book.

A designated member of staff ensures each child is safely handed over to the correct parent or carer. That member of staff also passes on any items in the child's tray such as letters and messages.

- Children will only be allowed to leave the setting with adults who are named by parents on the collection form and have the password that the parents have provided. If a member of staff has a concern with any person collecting the child, they refer this to the most senior staff member in the session who then calls the parent for confirmation.
- If a child is not collected at the normal time, staff will follow the 'terms and conditions'

Behavior Management and Promoting Positive Behavior policy

The preschool believes that children grow and develop best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. The preschool:

1. Encourages self-discipline, consideration for each other, our surroundings and property
2. Encourages children to participate in a wide range of group activities to enable them to develop their social skills
3. Ensures that all colleagues act as positive role models for children
4. Works in partnership with parents by communicating openly
5. Praises children and acknowledges their positive actions and attitudes, therefore ensuring that children see that we value and respect them
6. Encourages all colleagues working with children to accept their responsibility for implementing the goals in this policy and are consistent
7. Promotes non-violence and encourage children to deal with conflict peacefully
8. Provides a key person approach enabling colleagues to build a strong and positive relationship with children and their families

9. Wants everyone to be treated with dignity and respect, in an environment free from harassment and bullying
10. Has a named person who has overall responsibility for issues concerning behaviors.

We aim to identify additional behavior needs as early as possible. If a child's behavior is a cause for concern and is impeding on their long-term development, the key person will work in partnership with the child's parents to discuss the additional support their child may need.

- In the event where a child's behavior involves aggressive actions towards other children and staff, for example hitting, kicking etc. the manager should complete risk assessments identifying any potential triggers or warning signs ensuring other children and staff safety at all times. In these instances, it may be that the child is removed from that area until they have calmed down and/or restraining techniques are used by trained staff
- Children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group.
- Observations will be carried out on the child and recorded on the ABCC chart, the observation will be used to determine the level of support needed for the child.
- When a child is identified as requiring additional support to meet the behavioral expectations of the nursery, a Positive Behavior Action Plan will be introduced as a tool for children, colleagues and parents alike.
- The key person can seek support from the Behavior Management Co- Ordinator and must keep the Manager/senco updated.
- The key person must work closely with the parents of a child with behavior management issues, seeking their input and advice. If it is deemed necessary, with parent consent we will contact the Local Authority for their advice if they are available, or we will go through the Common Assessment Framework Procedure. We are committed to working with external agencies in order to ensure that the individual child's needs are met

The Positive Behavior Action Plan will outline an appropriate programmed of support and development for the child. Any targets set for the children will be specific, measurable, appropriate and realistic and a time will be set for review.

- All Positive Behavior Action Plans must be signed by the child's parents, the key person and the Manager/senco. The key person will regularly review, monitor and evaluate the programmed of support for each child with behavior management issues to ensure it is effective in meeting the child's individual needs.
- All colleagues who will be involved with the child will undertake relevant training where appropriate to ensure they are able to support the individual needs of the child.

Complaints Policy

Complaints Procedure Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents, staff and the community in general and we welcome suggestions on how to improve our pre-school at any time. Any concerns and/or complaints regarding our setting will be treated with the utmost seriousness and will be dealt with in a robust and consistent manner. We aim to bring all concerns about the running of our pre-school to a speedy and satisfactory conclusion for all of the parties involved. 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 process for dealing with concerns. Pre-School will maintain a complaints log which will record all of the complaints that are raised within our setting. This log will be made available to parents as well as Ofsted inspectors as and when required.

Making Concerns Known

- A parent or member of staff who has a concern about any aspect of the child care provided should first talk over any worries or issues with the Pre-School Manager. A record of the meeting will be made in the complaints log which will be signed by all parties to say that there is agreement with what has been written and what action is going to take place.
- If there is no satisfactory outcome within 14 days of the informal discussion, or if the problem recurs, the parent/staff member should put the concerns or complaint in writing and request a formal meeting with the Pre-School Manager. At the meeting, both parties will have the option to invite a representative to attend if desired and a written record of the discussion will be made and agreed.

- Most complaints should be resolved informally at this stage. The Pre-School will aim to resolve the issues as soon as is practicably possible, taking any necessary actions and reporting the outcome to all parties

Complaint Escalation

- If a parent/staff member/The Pre-School cannot reach agreement an external mediator, acceptable to both sides, may be invited to listen and offer advice. A mediator has no legal powers but can help to clarify the situation.
- The mediator will help define the problem, review any actions that have been taken and suggest further ways in which any issue might be resolved.
- The mediator will keep all discussions confidential. She/he will keep an agreed written record of any meetings that are held and any advice she/he has given.
- A final meeting is held when the mediator has concluded his/her investigations, and the purpose of this is to reach a decision on the action to be taken. A record of this meeting is signed by everyone present and they receive a copy. The signed record signifies that the procedure is concluded. The Role of the Registering Authority
- In some circumstances it might be necessary to bring in the Ofsted Inspection Unit or our Local Authority Designated Officer (LADO) especially if the concern is regarding a member of staff or a volunteer conduct. Ofsted and LADO will have a duty to ensure laid down requirements are adhered to. In these cases, both parent and pre-school would be informed and would work with Ofsted and LADO to ensure a proper investigation of the complaint, followed by appropriate action.

The address and telephone number of Ofsted is:

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

Tel: 0300 123 1231

LADO Tel: 0300 123 1650

We believe that most complaints are made constructively and can be resolved at an early stage. We also believe that it is in the best interests of the Pre-School and parents/staff that complaints should be taken seriously and dealt with fairly and in a way which respects confidentiality.

Confidentiality Policy

EYFS 3.70

Providers must ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the DPA55

The Wood Street Nursery Forest Pre-School's work with children and their families brings us into direct contact with confidential information. It is therefore a legal requirement that as a nursery we hold information about children and their families and that this information is kept confidential and only disclosed when required to support the wellbeing of individual children.

The setting will not discuss confidential information about children and their families with other parents/carers, Parent helpers/volunteers will be briefed on the importance of maintaining confidentiality and they will not have access to any personal files or information.

The information we hold will be used for registers, invoices and emergency contacts. However all records kept are stored in a locked cabinet in line with Data Protection registration.

Records are kept as follows:

□ Personal Records. In each child's individual file will include: registration and enrolment forms, consent forms. any confidential issue involving the child for example, developmental concerns or safeguarding concerns. Also, reports or minutes that may arise from any meetings that concern the child from other agencies working with the child/family.

□ Learning and Development Records. These include observations, assessments, photos, developmental records, and samples of the child's work. Learning and development records will be stored appropriately to ensure confidentiality within the child's play room. These records can be accessed via the Day share app provided for each individual family, and contributed to, at any time by staff, the child's parents and the child.

□ Staff Records. Each team member, paid or unpaid, will have a personnel file both paper and electronic (parenta) containing personal information, emergency contact details, next of kin, recruitment information, references, induction records, training records, qualifications, appraisal records, evidence of DBS clearance. This file can be accessed by the individual to whom the file relates upon request to the management.

□ Student Records. Each student will have a file containing personal information, emergency contact numbers, next of kin, and details of course, tutor and induction, confirmation from college/evidence of DBS clearance. This file can be accessed by the individual to whom the file relates upon request to the management.

□ Medication Records. Individual records relating to each child/staff member detailing on-going medication and emergency treatment with consent from parents/carers or the individual.

□ Accident and Incident Records. Individual records relating to each child/staff member detailing the nature of the accident/incident, pre-existing injuries, who dealt with it and the outcome. The record will include counter signatures.

All records relating to the children and individuals who have worked with the setting whether paid or unpaid will be archived for a period of time in line with regulations and guidance in the EYFS (minimum of 3 years).

Wood Street Nursery Forest Pre-School's will ensure all Staff/ Volunteers and Students are aware of, and understand the confidentiality policy will also be asked to sign a record to agree that they have read the policy and agree to abide by it. They will be made aware that any breach of confidentiality may lead to disciplinary action.

Breach of Confidentiality.

All Staff members are expected to regard confidentiality as a duty and a responsibility. Staff who disclose information observed or heard without proper authorisation, will be subject to the setting's disciplinary procedure and this could lead to the termination of their contract.

Action taken will correspond to the seriousness and level of the breach of the confidentiality policy; however, all cases will be treated in a serious manner.

Sharing information with confidence

□ Parents will have access to the records of their own children but will not have access to information about any other child.

□ Personal records will be stored in a lockable filing cabinet within the provision and will be accessed only by staff members through the Manager.

□ Information given will be shared on a need to know basis with the child's key person, other team members in the child's play room and other professionals. This will only be done with the consent of the parent/carer or in cases of safeguarding issues.

□ Issues relating to the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making workforce decisions.

Access to personal information procedure

Parents may request access to records held on their child by following this procedure.

□ Any request to see the child's personal record by a person with parental responsibility must be made to the Manager/Owner in writing. (Where a verbal request is made the following process will still be applied).

□ The Manager/Owner will reply with a written acknowledgement.

□ The setting commits to providing access within 5 working days. Any delay will be notified as soon as possible along with the reason for delay.

□ Third party's other agencies such as the Surrey Safeguarding Children's Board, can refuse consent to disclose, preferring the individual to go directly to them.

□ The child's parent/carer may verbally request to see their child's Learning and Development Record at any time, to read or to make a contribution to. This request can be made to their child's Key Person and can be accessed at any time via parental (day share) where only their child's

information will be available. Parents/carers are actively encouraged to contribute to the Learning and development record.

Data Protection

Wood Street Nursery Forest Pre-School's is required to keep and maintain records to comply with Ofsted registration and the legal requirements in the EYFS. We are aware of the requirements of the Data Protection Act 1998 and comply with the principles which state that personal data must be:

- Obtained and processed fairly and lawfully.
- Held for lawful purpose.
- Used only for the purpose stated.
- Accurate and up to date.
- Held no longer than the required time.
- Accessible to the individual concerned or individuals with parental responsibility.
- Appropriately secure.
- Disclosed only using the access to information procedure.

We have checked the requirements of the Data Protection Act 1998 and are registered. Parents/Carers will be required to sign to consent to necessary information being held.

Covid 19 Policy

Protective measures. (COVID-19)

First and foremost, it goes without saying that the safety of your child and of our staff is our top priority. We are working hard, following the latest government guidance, to develop and implement a number of new ways of operating. This will allow us to open as safely as possible, focusing on measures that will help limit the risk of coronavirus transmitting within our setting. We intend to use this policy to ensure we are maintaining health and safety, within the setting, during the pandemic.

Some of the steps we are taking include:

- Asking that anyone who is displaying coronavirus symptoms gets a PCR test and does not return to nursery before 7 days or a negative result
- Cleaning our hands more often than usual. We have developed routines to ensure children understand when and how to wash their hands. Using running water and soap and drying them thoroughly, or using alcohol hand sanitiser ensuring that all parts of the hands are covered.
- Ensuring our children understand good hygiene practices
- Implementing an enhanced cleaning schedule, ensuring surfaces touched by children and staff are cleaned regularly and throughout the day, including table tops, door handles and play equipment and resources.
- Ensuring that all shared toys and resources are cleaned regularly

- Asking parents and carers to socially distance themselves from each other and staff when dropping off and collecting their child from the setting. Parents are discouraged from entering the building unless absolutely necessary
- Asking children to not bring toys or other items from home into the setting unless essential to their health and wellbeing, such as spare clothing or a packed lunch.
- Making regular temperature checks, in the morning and at lunch time, as well as checking temperatures when children seem to feel unwell-

Updated control measures (effective December 2021) include:

- Parents are required to be extra vigilant in communicating to staff about the health and wellbeing of their child, for example, if they have gained a new continuous cough or has a temperature.
- Children's temperatures will be checked upon their arrival to the setting
- Parents are advised to take their children for a PCR test if they have been in contact with somebody who has tested positive for coronavirus

Environment:

- Staff to ensure that windows are open for ventilation when indoors
- Children are given more time during their sessions, outdoors. This is in our garden and frequent trips to our nearest green space.

Symptoms and testing

- Staff must take weekly LFD tests and send results into our company work group via WhatsApp. This is done every Sunday before attending the setting.
- Management records LFD test results on our COVID-19 test results for staff form
- If a child's temperature is 38 or above, staff will immediately call parents or carers for the child to be collected within the hour
- Children who are showing symptoms will be kept away from other children and staff, apart from the manager or the child's key person. They will be comforted and monitored in the book corner.
- Once the child has been collected, the member of staff with the child must thoroughly wash their hands and clean any resources/ equipment that the child has touched or played with

Equality, Diversity, and Inclusion

The Pre-School takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

The Pre-School:

1. does not discriminate on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief.
2. provides a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the Pre-School's ability to provide the necessary standard of care
3. strives to promote equal access to services and projects by taking practical steps, (wherever possible and reasonable) such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
4. provides a secure environment in which all our children can flourish and all contributions are valued
5. includes and values the contribution of all families to our understanding of equality, inclusion and diversity
6. provides positive non-stereotypical information
7. continually improves knowledge and understanding of issues of equality, inclusion and diversity
8. regularly reviews, monitors and evaluates the effectiveness of inclusive practices to ensure we promote and value diversity and difference and that the policy is effective and practices are non-discriminatory

EYFS

1.7. For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

3.20. The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, the provider's equality policy, and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

3.67. Providers must have arrangements in place to support children with SEN or disabilities. Maintained nursery schools and other providers who are funded by the local authority to deliver early education places must have regard to the Special

•At the Pre-School we achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

a) do all our children achieve their best?

b) are there differences in the achievement of different groups of children?

c) what are we doing for those children who we know are not achieving their best?

d) are our actions effective?

e) are we successful in promoting racial harmony and preparing children to live in a diverse society?

The legal framework for this policy is based on:

- Equality Act 2010
- Children Act 2004
- Care Standards Act 2002
- Childcare Act 2006
- Special Educational Needs and Disability Act 2001
- Children and Families Act 2014.

Procedures

It is vital that we do not treat every child the same. They are not the same and by treating them as such, through identical provision we will not be meeting their individual needs. All children are different. We know that children progress at different levels. Some walk early, others are still crawling well beyond the time when their parents/carers expected them to begin walking. Some children are good talkers, others may be later to begin talking. What we must not do is 'label' children and then begin to treat them differently because of that label.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced learning environment and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

The preschool is committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation and pregnancy or maternity, which cannot be justified as being necessary for the safe and effective performance of their work or training
- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the Pre-School's ability to provide the necessary standard of care
- Making reasonable adjustments for children with special educational needs and disabilities

- Striving to promote equal access to services and projects by taking practical steps, (wherever possible and reasonable) such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non- stereotypical images and language and challenging all discriminatory behaviour.

Admissions/service provision

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

2.We will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment

3.All colleagues responsible for recruitment will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

4.Application forms will not include questions that potentially discriminate against the grounds specified in our aims.

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

Colleagues

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

7.Colleagues will follow the whistleblowing policy where applicable to report any discriminatory behaviours observed.

Training

8.The Pre-School recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. We will strive towards the provision of inclusion, equality, and diversity training for all colleagues.

Early learning framework

9.The Pre-School we aim to give all children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of children to ensure that all children are achieving as much as they can. We also make ongoing assessments of each child's progress. Colleagues use this information when planning. It enables Colleagues to take into account the abilities of all the children in the setting.

10.When the attainment of a child falls significantly below the expected level, Colleagues enable the child to succeed by planning work that is in line with that child's individual needs.

11. Where the attainment of a child significantly exceeds the expected level of attainment, Colleagues use appropriate resources and learning styles, and extend the breadth of work within the area or areas for which the child shows particular aptitude.

12. All Colleagues are familiar with the relevant equal opportunity's legislation covering race, gender, and disability.

Colleagues ensure children:

- a) feel secure and know that their contributions are valued.
- b) appreciate and value the differences they see in others.
- c) take responsibility for their own actions.
- d) participate safely, in clothing that is appropriate to their religious beliefs.
- e) are taught in groupings that allow them all to experience success.
- f) use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- g) have a common curriculum experience that allows for a range of different learning styles.
- h) have challenging targets that enable them to succeed.
- i) are encouraged to participate fully, regardless of disabilities or medical needs.

Special educational needs

13. The Pre-School is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other.

14. The Pre-School is committed to providing an environment that allows these children full access to all areas of learning. We will wherever possible provide additional resources for children who may have disabilities.

15. Colleagues modify learning as appropriate. For example, they may give additional time to children with disabilities to complete certain activities. In their planning colleagues ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

All colleagues ensure that the activities for these children:

- a) takes account of their pace of learning and the equipment they use.
- b) takes account of the effort and concentration needed in oral work, or when using, for example, visual aids.

c) is adapted or offers alternative activities in those areas of learning where children are unable to manipulate tools or equipment or use certain types of materials.

d) allows opportunities for them to take part in educational visits and other activities linked to their learning

e) includes approaches that allow hearing-impaired children to learn about sound and music, and visually impaired children to learn about light using visual resources and images.

f) adapts assessment techniques to reflect individual needs and abilities.

Food

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

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

Meetings

18. Parent focus group meetings will be arranged to ensure that all families who wish to, may be consulted in the running of the Pre-School.

19. Information about meetings and activities will where possible be communicated in a variety of ways according to individual needs, to ensure that all parents/carers have information about access.

Food and Drinks Policies

Food Safety:

Wood Street Nursery Forest Pre-School's has a duty to assess the risks posed to the health and safety of its employees and to anyone else who may be affected by its activities. Significant risks identified by this process have to be reduced to a tolerable level. This duty includes the safe and hygienic provision of food and beverages by any individual. Wood Street Nursery Forest Pre-School's recognises and acknowledges its responsibility for food safety.

This policy applies to all food handling activities undertaken by, or on behalf of Wood Street Nursery Forest Pre-School's, including student and contractors working.

Food: Any substance or product, whether processed, partially processed or unprocessed, intended to be, or reasonably expected to be ingested by humans. This includes drinks and water

Food Handler: Any person, including staff, , students and outside vendors, supplying and handling food for consumption on the premises.

Food Safety Management System: A set of standard operating procedures which will ensure that all food producers:

- Comply with the requirements of relevant legislation
- Identify all of the significant hazards and appropriate controls relating to their food business e.g. temperature control, physical contamination, managing allergen ingredients etc.

Training is equipping staff with relevant skills to deal appropriately with a given Health and Safety situation. Briefing is informing such persons of relevant knowledge in relation to Health and Safety. Training and briefing will be made available in a range of formats according to the needs of the person.

Principles

The objectives of this policy are to ensure that:

- All food supplied by or delivered to the premises is stored, handled and transported in accordance with relevant legislative requirements;
- All catering providers using the premises are registered and approved by the manager for their undertaking;
- All food providers have appropriate and adequate management systems and controls in place, to ensure food safety standards are met and maintained;
- All risks associated with the provision of food and beverages are reduced to a tolerable level;
- All food handlers have the necessary competence to undertake their duties in accordance with the requirements of this policy;
- All food products that have been classified as waste are appropriately segregated and disposed of.

Policy Procedures

- Only food that is pre-prepared and does not require a cooking process can be used. Such products are essentially low risk provided the storage guidelines stated on the product are followed.
- The provision of food items that require cooking are not permitted
- The event takes place in a designated area of campus with appropriate facilities for hosting events where foods are provided.
- Those involved in the provision of food follow established good practice for the preparation, handling and storage of food products.

Roles and Responsibilities:

Director of Health & Safety The Director of Health & Safety will ensure that:

- The significant findings of all food safety diary editing are reported to the health & safety lead at least annually
- The food safety policy, statutory requirements are monitored and reviewed regularly

Staff / Food Handlers All catering service staff and food handlers will:

- Co-operate with the catering service manager to ensure that all aspects of the food safety management system are adhered to.
- Report to their line manager any issues which they believe could result in food borne illness or disease
- Undertake training in basic food safety and have a knowledge of food safety, food allergens and food hygiene procedures
- Follow good personal hygiene practice to minimise the risk of food contamination or infection.

Implementation:

The policy is communicated to all staff as part of Wood Street Nursery Forest Pre-School's Policy - and through specific, relevant training. Relevant information is also published on the University Health and Safety intranet site and Health and Safety Handbook, as appropriate.

This Policy complies with the requirements of the Health and Safety at Work Act 1974. Wood Street Nursery Forest Pre-School's also has a legal duty to comply with the Food Safety and Hygiene Regulations 2013 and to work within food safety guidelines provided by the Food Standards Agency (FSA). To provide allergen guidance to food businesses to inform them of their duties under the EU Food Information for Consumer Regulations (EUFIC).

Food Standards Agency

The Food Standards Agency has produced a guidance pack on how to set up a food safety management system. The pack 'Safer Food, Better Business' can be downloaded free of charge from the Food Standards Agency website:

'https://www.food.gov.uk/sites/default/files/media/document/sfbb-introduction-december-2019_1.pdf :

Food safety - your responsibilities' guidance is also freely available on the Gov.uk website

Health and Safety Policy legal statement

This policy sets out to comply with the required 'duty of care' placed upon the Wood Street Nursery Forest Pre-School's. Under Health and Safety Law a 'duty of care' is generated between organisations and individuals when carrying out activities that could foreseeably cause harm.

Packed Lunch:

At Wood Street Nursery Forest Pre-School's we want to make sure that children who bring a lunch from home to eat in Nursery have food that is just as healthy and nutritious as food

served at schools that is regulated by national standards. This policy is to give clear guidance to parents, carers, children, and staff on providing a healthy packed lunch and snack. We believe that a healthy packed lunch can contribute to the health of children and needs to be consistent with the nutritional standards provided by Early Years Nutritional Guidelines. The policy applies to all packed lunches and snack consumed within Nursery.

Proposed content of Packed Lunches:

- Fruit and vegetables; at least two portions of fruit, vegetables, or salad a day. Ensure grapes and berries are cut in half (long ways).
- Carbohydrates: starchy food such as bread, pasta, rice, couscous, noodles, potatoes (not fried)
- Dairy; food such as milk, cheese, yoghurt, fromage frais, or soya products
- Drinks; water, pure fruit juice (no added sugar), milk, yogurt drinks or smoothies
- A cake bar or small packet of biscuits
- Age-appropriate crisps or snacks

The following must not be included in packed lunches or snack:

- Fried food
- Chocolate, unless part of a biscuit
- Nuts or any nut containing products
- Fizzy/sugary drinks in cartons, bottles or cans (including diet or energy drinks which contain high levels of caffeine and other additives which are not suitable for children)
- Confectionary such as chocolate bars and sweets
- Popcorn

All packed lunches should be age appropriate, so that the child can eat independently and should not need preparing by the teacher. Cooked food, such as pasta, rice, meat etc. cannot be reheated on the premises, so please ensure your child's lunch can be consumed either at room temperature or from the fridge.

We ask parents/carers to be aware of nut and other allergies. For this reason, pupils are not permitted to swap food items. As some children in Nursery may have nut allergies, we ask parents to refrain from including nuts or peanut butter in their lunch boxes/bags.

Packed Lunch Containers

We ask that parents/carers provide a packed lunch container where food items can be stored securely and appropriately until the lunch time period. As fridge space is limited, we advise the

packed lunches are in insulated bags, preferably with freezer blocks to keep food cool especially in the summer months.

Facilities for Packed Lunches

We will:

- Provide appropriate facilities to store packed lunches.
- Make sure all Children have access to drinking water at all times
- Children under the age of 12 months will be given breast or formula milk (provided by the parent/carer)
- Children over the age of 1 will be given whole cow's milk (provided by the nursery) if parents/ carers are happy for this or no allergies occur.

Monitoring

To promote healthy eating we will regularly monitor the content of packed lunches and snacks. We will talk to parents/carers where necessary and offer guidance on bringing healthy packed lunches and snack. If lunches are not deemed to meet nutritional standards parents will be advised on changes that need to be made. Any sweets or sugary drinks will be sent home at the end of the day. Water and milk will be provided as an alternative. If a child's packed lunch continues not to follow the guidance then the parent/carer will be asked to come in for a consultation with the manager.

Healthy Eating:

Children should be provided with positive healthy eating experiences in order to promote their health and wellbeing. We respect different dietary, cultural and health needs of all our children. Pre-School is a nut free environment. We ask that no nuts of any kind are brought into the setting and this includes items such as Nutella and Peanut Butter. The Pre-school also asks that no shellfish is brought into the setting. At snack time we aim to provide nutritious food, which meets children's individual dietary needs.

A snack of fruit and a drink of milk/water will be provided for all children every session. This is typically around 10:30am in the morning or 2:30pm in the afternoon session.

A selection of fruit and vegetables will be made available every day to offer variety.

- Before a child starts to attend our setting we find out from the parents/carers the child's dietary needs and preferences including any allergies.
- We record information about each child's dietary needs in his/her registration record and parents sign the record to confirm that it is correct.
- We regularly consult with parents/carers to ensure that our records remain up to date. Parents sign the updated record to signify that it is correct.

- We display current information about individual children's dietary needs within the setting so that all staff are fully informed about them.
- We are committed to promoting healthy eating and can provide guidance to parents/carers providing food for their children on a range of suitable health snacks and foodstuffs.
- We ensure that staff sit with the children to eat their snack (and/or lunch if part of lunch club) so that these times are a social occasion in which children and staff can participate.
- Fresh drinking water is always available for the children. We explain to the children that they can access water at any time during the session.
- We support the children in recognising that they need to drink water when they are thirsty, hot or tired, or feeling unwell.
- For children who drink milk, we provide semi-skimmed pasteurised milk.
- Due to being a choking hazard, we kindly ask all parents to cut grapes in half to reduce the possibility of their child choking.
- Staff that prepare snack for children hold a Level 2 Food Hygiene qualification.

Head Lice and Nits

The purpose of this policy is to provide a consistent, confidential, and sensible approach to head lice prevention, so that

- The roles and responsibilities of parents, children and health care professionals are clearly identified in relation with head lice.
- A common message is delivered, which will reduce the concern and confusion about head lice and their prevention within the preschool community.

What are head lice?

Head lice are small white or grey-brown insects, the size of a small seed that cling to the hairs and feed by biting the scalp and sucking blood. Nits are the eggs from a head louse, head lice lay eggs every day which cling to the hairs on your head. Head lice and nits are very common in young children and their families. They do not have anything to do with dirty hair and are picked up by head-to-head contact. Nurseries and schools are the perfect breeding group for head lice as they can be easily passed from child to child through close contact during play and interactions.

Signs of head lice and nits?

Signs and symptoms include,

- Itchy head
- Rash on the scalp
- Black dots remaining on your pillow from droppings

Our Procedure

Although head lice are not an excludable condition, although we ask that you take certain measures and work in partnership with us to try and reduce the spread of head lice through the setting whilst children still attend nursery including,

- On identifying cases of head lice, confidentiality is maintained at all times and all parents are informed as soon as possible, asked to collect their child and treat them and all the family if they are found to have head lice.
- After treatment children can return to preschool and parents are asked to maintain treating their child's hair until head lice have been completely removed
- Any child attending the setting with head lice, must wear their hair up at all times.
- Parents/carers will be encouraged to inform staff if their child has head lice.
- The setting will display a notice informing parents/carers when cases of head lice have been reported.
- The setting will provide parents/carers with information about how to treat and prevent infections of head lice.
- It is the responsibility of the parent/carer to check their child's hair on a regular basis.

Treatment and prevention

- Head lice can be treated by the application of head lice shampoo, mousse, or ordinary hair conditioner, followed by a thorough combing with a fine detection comb.
- Head lice can be treated and prevented by following a regular routine of washing, conditioning and wet combing, with a fine detection comb after every wash.
- Head lice can be deterred by adding a few drops of tea tree oil to the final rinse when washing hair. There is also a spray available, to use on dry hair which is also a deterrent.
- Pharmacies will provide advice and the sale of medicated lotions and sprays to support the removal of head lice
- These will need to be repeated after a week to remove any newly hatched eggs that may have been left behind after the initial treatment.

Health and Safety

Wood Street Nursery Forest Pre-School's health and safety Policy aim is to create a safe and healthy environment for children, parents, volunteers and staff. We aim to ensure everyone is aware of health and safety issues to minimise hazards and risk to help children and parents stay safe.

Responsibilities

- Overall responsibility for health and safety rests with the Manager however all staff import information on to this policy and adhere to it.
- The Manager and Deputy will have undertaken Health and Safety training and will regularly update their knowledge and understanding.
- Employees must recognise that they have an important part to play in implementing this policy to ensure that it is robust and successful.

They will do this by:

- Taking reasonable care of themselves, their colleagues, visitors and members of the public.

- Complying with all Pre-School guidelines; Wood Street Nursery Forest Pre-School's and Procedures Handbook
- Only carrying out activities which they have been trained to undertake.
- Never interfering with, damaging, or misusing any equipment, safety device, material or facilities provided for their work activities.
- Co-operating with the Manager on all aspects of health and safety.
- Ensuring that any health and safety hazards are adequately controlled and promptly reported to the management.
- ensuring that all accidents are properly reported in line with procedures.

Risk Assessment

Our risk assessment process includes:

- Checking for hazards and risks indoors and outside. Our assessment covers adults and children.
- Deciding which areas need attention;
- developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and if any funding is required.
- Any issues regarding the building and garden are reported to the manager promptly.

Insurance Cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed within the pre-school.

Awareness Raising and Training

- Our induction 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.
- Health and safety issues are explained to the parents of new children and existing children
- 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. Such details are recorded on the daily risk assessments that are carried out.
- Children are made aware of health and safety issues through discussions.

Children's Safety

- We ensure all staff employed have been checked for criminal records by an enhanced DBS check. Staff are required to take part in the update service, this will ensure the manager will regularly be able to check these.
- All children are supervised by adults at all times, whilst allowing free movement.
- Whenever children are on the premises at least two adults must be present.
- The only times when an adult is left alone with children is usually during toileting times (as per nappy changing and toileting policy).

Security

- Systems are in place for the safe arrival and departure of children. Times of the children's arrivals and departures are recorded. If children leave late or early.
- The arrival and departure times of volunteers and visitors are also recorded in our signing in book. No unauthorised people are to enter the building.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored within the staff room during sessions.
- In the event of a child being lost or not collected there is a clearly defined procedure to be followed.

Premises

- The registered premises are for the sole use of the Pre-School during the hours of operation. We will take appropriate steps to ensure that the premises remain clean, are well lit, adequately ventilated and kept at an adequate temperature.
- Significant changes to premises will be reported to Ofsted e.g. structural alterations or taking down fencing.
- Low level windows are either made from safety glass or are suitably covered to prevent any breakage.
- All surfaces are checked daily to ensure they are clean and not damaged.

Kitchen

- There is a kitchen area which is adequately equipped for the preparation and storage of snacks and drinks for children and staff on the premises. • Children do not have unsupervised access to the kitchen.
- Food preparation areas conform to environmental health and food safety regulations and all surfaces are clean and non-porous.
- Cleaning materials and other dangerous materials are securely stored.
- Any cooking activity will be carried out by an adult.

- When children take part in food preparation activities they are supervised at all times, kept away from hot surfaces and hot water; and do not have access to electrical equipment.
- Electrical/Gas Equipment • All electrical/gas equipment conforms to safety requirements, does not pose a hazard to the children and is checked regularly.
- Our boiler/electrical switchgear/meter cupboard is not accessible to the children.
- Heaters, electrical sockets, wires and leads are properly guarded and the children are taught not to touch them.
- The temperature of hot water is controlled where possible to prevent scalds.
- Lighting and ventilation is adequate in all areas.

Storage and Outdoor Area

- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing. • We will ensure that children can play safely outside and are protected from hazards, through supervision at all times, by competent employees.
- The outdoor area is securely fenced.
- The 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 via the forest school assessments and risk assessment.
- A pop-up gazebo is sometimes used during hot or bad weather and time outside is limited to the wellbeing of the children.

Hygiene

- We regularly seek information and advice from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest guidance.
- Our daily routines encourage the children to learn about personal hygiene.
- The registered person ensures that staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection.
- Staff are informed of and kept up to date with hygiene procedures.
- Toilets and nappy changing areas are cleaned after each use.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- 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 tissues and wipes; Ensuring sole use of kitchen towels.

Activities

- Before we purchase, equipment and resources are checked to ensure that they are safe for the ages and stages of the children attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- Play areas are large enough to give scope to free movement and there are separate areas for different activities.
- All equipment is regularly checked (as set up) for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean, protected from contamination and is suitable for children's play.
- Physical play is constantly supervised.
- 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. For arrives on site by 10 am at the correct temperature by the catering company limited.
- All food and drink is stored appropriately.
- Adults do not carry hot drinks through the play area(s) and do not place hot drinks within reach of children.
- Snack and meal 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/drink to which they are allergic to

Animals

- Animals visiting the setting are free from disease and safe to be with children.
- If we have them, the setting's pets will be free from disease, safe to be with children, and will not pose a health risk. • Children wash their hands after contact with animals.
- Children with animal allergies will be noted and steps taken to avoid contact.

Fire Prevention and Safety

- We will take steps to prevent fires from occurring. Staff are responsible for: Ensuring that power points are not overloaded; Ensuring that the Pre-School's no smoking policy is observed; Checking for frayed and trailing wires; Storing potentially flammable materials safely.
- Fire doors are clearly marked, never obstructed and easily opened from inside.

- All staff, volunteers and children are made aware of the fire exits and the assembly point. Children will be made aware of the fire procedures during their settling in period and regularly from then on.
- Fire extinguishers will be checked annually and staff will know how to use them.
- Smoke detectors/alarms and firefighting appliances conform to standards and are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Records are kept of all fire drills in the setting.
- Records are kept of the servicing of fire safety equipment by the party we lease from.
- Our emergency evacuation procedures are: Clearly displayed in the premises; Explained to new members of staff, volunteers and parents; Practiced regularly at least once every term.

Emergency Evacuation Procedure

In an emergency situation the following evacuation procedure will be applied:

- The senior member of staff will move to the safest exit and alert everyone and gain their attention. (123 where are you) Other staff members will assist in gathering the children to the exit for evacuation.
- If the garden area is in use, the supervising member of staff will gather the children, count heads and, if it is safe to do so, lead them through the garden to the assembly point.
- The children will be led to the assembly point located in the play ground.
- For thorough evacuation, one member of staff will check the toilets, office and kitchen to ensure the area has been fully cleared.
- If it is safe to do so, another member of staff will collect the phone, the register, the visitor book and the emergency contact list.
- At the assembly point, the register will be called and checked for any unaccounted children, staff or visitors.
- In the event of a real emergency, a member of staff will telephone the fire brigade on 999 whilst the register is being taken and give appropriate details.
- In the event of a real emergency, parents will be called as soon as possible to collect their children, using the emergency contact list brought out with the register.
- Staff next of kin details are recorded on their staff details form and will be used in Emergency.
- At all times, staff will follow the advice of the emergency services.

First Aid and Medication

At least one member of staff with current first aid training is on the premises or on any outing at any one time. The first aid qualification includes first aid training for infants and young children. Our first aid kit:

- complies with the Health and Safety (First Aid) Regulations 1981;
- Is regularly checked by a designated member of staff and re-stocked as necessary;
- Is easily accessible to adults;
- is kept out of the reach of children. At time of admission, parents will be asked to provide written permission for any necessary emergency medical advice or treatment. Parents sign and date their written approval. Parents will be informed immediately in any emergency situation

Accident Book

- Our accident book records any accidents, and if to a child, is signed by the parent/guardian on pick up.
- The accident book is kept safely and accessible.
- All staff and volunteers know where it is kept and how to complete it.
- It is reviewed at least half termly to identify any potential or actual hazards.
- Accident books are kept for a minimum of three years. 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 Ofsted and the Health and Safety Executive:
- Any accident to a member of staff, parent, child, volunteer or visitor requiring treatment by a general practitioner or hospital
- Any dangerous occurrences (an event which does not cause an accident but could have done).

Mobile Phones

- In the interest of safety, members of staff and volunteers are not permitted to use their mobile phones or have them on their person while working with the children.
- Staff who are away from the group (outings etc.) will be issued with an additional mobile phone which can be used only in an emergency.

Lost and Uncollected Children:

The preschool ensures that all practitioners are aware of the procedures to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.

Each Nursery has a responsibility to ensure the safety and security of children at all times:

1. All practitioners are responsible for the safety and security of all children at all times
2. If a child going missing, the Nursery Manager must be notified and practitioners will immediately implement the lost children's procedures

3. The manager will call the police as soon as they believe the child is missing. The parents/careers of the missing child will be contacted
4. All near misses must be reported to the Nursery Manager (see Incident Policy)
5. Ofsted and Area Manager must be contacted and informed of any incident

The preschool ensures that all practitioners are aware of the procedure to be followed in the event of a parent and/or career failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.

The preschool has a responsibility to ensure the safety and security of children at all times throughout the day including when they move from room to room as well as arrival and departure.

The child's key person is responsible for signing in and out of the different rooms during the day.

All colleagues must read, understand, and adhere to all policies and procedures relevant to their role at all times.

In the unlikely event of a child going missing, the following procedures will be implemented immediately:

Lost children from nursery

1. All practitioners will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
2. If a child is found to be lost whilst in the nursery then the practitioner who has initially noted the child is missing should immediately undertake a headcount throughout the nursery and organize a sweeping search of the area the child was last seen, the whole nursery and the outdoor areas
3. If the child is not found the practitioners must immediately inform the Nursery Manager if not done so already.
4. The Nursery Manager will call the police immediately, informing them of the child's name, description (including what the child was wearing) and the last known time that the child was seen.
5. All near misses must be reported to the Nursery Manager.
6. The parents/careers of the missing child will be contacted by the Nursery Manager and informed of the situation. They should be told that the police have been contacted.
7. During this period, available practitioners will be continually searching for the missing child, whilst other practitioners maintain as near to normal routine as possible for the rest of the children in the nursery
8. The manager will meet the police and parents/careers

9. The manager will then await instructions from the police

10. Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time child identified as missing, notification to police and findings. Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring to be reduced.

11. Ofsted and the Manager must be contacted and informed of any incidents

12. We will review security procedures after the event.

Lost children on Outings

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

14. The organizer will be informed immediately and all practitioners present will be informed. Some practitioners will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout

15. If after a search the child is still missing, then the person in charge should immediately telephone the police and inform them of the situation. The person in charge should contact the manager who will telephone the child's parents/careers.

16. During this period, practitioners will be continually searching for the missing child, whilst other practitioners maintain the safety and welfare of the remaining children

17. Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings. Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring to be reduced.

18. Ofsted and the Nursery Manager must be contacted and informed of any incidents.

Lone Working

At Wood Street Nursery Forest Pre-School's Nurseries we aim to ensure that no member of the team is left alone working in at any time. However, there may be occasions when this isn't always possible due to:

- Toilet breaks
- Lunch cover
- Nappy changes
- Comforting a child that may be unwell in a quiet area

- Following a child's interest, as this may lead staff away with a child to explore an area
- Supporting children in the toilet area that may have had an accident
- The duties some team members have, e.g. management, opening and closing the setting, school runs carrying out cleaning or maintenance at the settings and staff operating outside operating hours.
- Out in the community days or trips to our forest school setting.

We always ensure that our staff to child ratios are maintained during these periods of lone working.

It is the responsibility of both the employee and their manager to identify the hazards and minimise the risks or working alone.

Considerations when deciding on lone working include how lone workers manage with a variety of tasks such as talking to parents and supervising activities whilst maintaining the safety and welfare of children and ensuring that each member of staff required to work alone has the training and/or skills for the role; e.g. paediatric first aid certificate, child protection/safeguarding training and competency, food hygiene training and if children younger than school reception age are present; hold a level 3 qualification.

Employees/managers' responsibilities when left in a room alone include ensuring:

- To complete a risk assessment for staff working alone
- Ratios are maintained
- There is someone to call on in an emergency if required
- The member of staff and children are safeguarded at all times (relating to additional policies).

Management's responsibilities

- To ensure staff working alone are competent and confident to carry out any safety procedures e.g. fire evacuation
- To ensure that the employee has the ability to contact them or a member of the team even if their lone working is outside normal office hours (i.e. access to a phone, contact numbers of someone they can call)
- To check that the employee has someone they can contact in the event of an emergency, and the numbers to call
- To ensure that employees have the ability to access a telephone whilst lone working
- If reporting in arrangements have been made and the employee does not call in, to follow it up.

Risk assessments are also completed for these occasions including hazards and risks and how these are controlled.

Nappies and Toileting

Nappy changing Statutory Framework for the Early Years Foundation Stage 2017 3.60.

Providers must ensure there is an adequate number of toilets and hand basins available. Except in childminding settings, there should usually be separate toilet facilities for adults. Providers must ensure there are suitable hygienic changing facilities for changing any children who are in nappies and providers should ensure that an adequate supply of clean bedding, towels, spare clothes and any other necessary items is always available. We understand the importance of being sensitive to the wellbeing of children in our care. At times of changing nappies and providing intimate care, we will strive to protect a child's wellbeing through providing privacy, not being judgmental, and only doing what is required at the time.

Procedure

We will put this policy in practice by:

- Asking parents to provide nappies, wipes, and cream.
- Keeping each child's nappy equipment separate.
- Having a designated area for changing nappies. This meets the balance of providing privacy to the child, whilst also ensuring we are able to supervise other children in our care
- Ensuring that all staff members report the need for a child's nappy change prior to proceeding, and also that they will also follow this policy
- Ensuring no-one else other than approved staff / childcare assistants will be allowed to change a child's nappy
- Asking parents to ensure that their child arrives with a clean nappy on. If the child's nappy becomes soiled on the way to the setting, we expect parents to inform us so that we can change their nappy as soon as possible
- Ensuring we change their nappy on a regular basis (we will check at least once every four hours) to minimise their discomfort and to avoid nappy rash.
- Changing a child's nappy if it is soiled, or if it looks full.
- If this is convenient, we will inform the parent upon collection
- Cleaning the nappy changing mat with an anti-bacterial wipe after each nappy change
- Wrapping used nappies in individual nappy bags and will keep these away from children

No Smoking and/or Vaping

Children's health and wellbeing is of the utmost importance at Tiny Acorn Preschool. We comply with health and safety regulations and the Welfare Requirements set out in the EYFS in making our settings a no-smoking environment.

Smoking and passive inhalation of smoke has proved to be a health risk and therefore in accordance with current legislation, the setting operates a strict no smoking policy within its buildings and grounds.

It is illegal to smoke in enclosed places. All persons must abstain from smoking while on the premises. This applies to colleagues, students, volunteers, parents, carers, contractors, and any other visitors to the premises.

For more information on the effects of passive smoking please visit:

<http://smokefree.nhs.uk/why-quit/secondhand-smoke/>

Non-Attendance

Childcare providers must have regard to the safeguarding of young, vulnerable children and should act appropriately when no reasonable explanation can be obtained from parents about a child's absence.

Statutory Framework for the Early Years Foundation Stage (2017) It is a requirement of the Statutory Framework for the EYFS (2017) that providers maintain 'a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person' (pg34, 3.76).

Providers must also have regard to the Government's statutory guidance Working Together to Safeguard Children 2018. It may also be useful for providers to refer to Keeping Children Safe in Education 2020 in relation to children missing education (pg17, 3.7).

Procedure

- If you are planning holidays during term time you must let us know in advance so we can record this in our register.
- If your child is sick or cannot attend for some reason, you must call us before 9.15am that day to let us know.
- If we have not heard from you by 9.35am we will call you to establish why your child is absent.
- If we cannot make contact with a parent/carer we will use all the contact details and the emergency contacts you have given us to try to establish why your child is absent.
- If we are concerned about the welfare of a child, we reserve the right to contact social services.
- Fees remain payable during periods of absence, unless alternative arrangements have been agreed.
- We must notify Surrey County Council where children in receipt of Early Years Free Entitlement are absent for more than 2 weeks in a term

Observations

Observing and monitoring a child's progress and interaction within the pre-school is a key tool in allowing us to plan individually for every child. We believe that careful planning is required to ensure that play is of a high quality. This helps to plan future experiences and opportunities to build your child's knowledge, skills and abilities which will lead to new learning and development.

Observations of each child are evaluated and linked to the Early Years Foundation Stage Curriculum. This allows for every child's individual development to be monitored and their progress recorded in their Profile. This is a record of your child's interests, significant achievements, and development throughout their time with us and we encourage you to access your child's Profile at any time. Observations serve many purposes for us.

They allow us to watch children without interruption; they allow us to follow the complex detail of their play and provide us with a detailed insight into your child's knowledge and ability. We can also use observations to review our own practice and skills by observing staff working with children. We can also use observations to track how children use resources or equipment in nursery.

Outings

Visits and outings compliment activities and provide enriching experiences for children.

When any visit or outing takes place the safety of the child remains paramount. Staff will carry out a formal risk assessment prior to every outing. Staff will consider the number of children going on the visit and will make an assessment with regards to the need for the adult /child ratio need to be exceeded during that particular outing. Prior to the outing a member of staff will carry out a proposed visit of the site, taking into consideration the journey and form of transportation involved. If a prior visit is not possible a request will be made to the venue for relevant information and a risk assessment statement. Where possible children will be involved in the planning of an outing.

Designated staff will be given a key group of children and children will be made aware of which adult they need to stay with. Regular head counts will be carried out throughout the visit. An outings form will be completed prior to children leaving the premises this will include information about

- Number of children and staff on outing.
- Names of children and staff on outing
- Contact telephone number
- Where the outing is to take place
- Expected time of return
- Indication of a risk assessment being completed

For each outing staff must make sure they take with them

- A fully charged mobile phone

- Emergency contact numbers
- Travel First Aid Kit
- Parental consent

Prior to any visit an outings consent form will be sent to parent/cares giving detailed information about the proposed event including a programme of activities, cost involved, journey details and mode of transport. The consent form will be signed and returned by parents before children are taken off Nursery premises. The original signed form will remain in the outings file. Parent/carer has the absolute right to withhold consent for a proposed outing and any child without a signed consent form will not participate. Parents/carers will be asked to complete an annual blanket consent form to enable children to take part in short visits, within the local area.

Staff to be aware of lost child policy

Partnerships with Parents

Wood Street Nursery Forest Pre-School recognises that parents and carers are the first educators of

their young children. Our aim is to support and assist parents and carers ensuring that they are provided with the opportunity to participate in all aspects of the nursery.

Wood Street Nursery Forest Pre-School's:

1. recognises and supports parents/carers as their child's first and most important educators, and welcomes them into the setting
2. welcomes all parents/carers at any time
3. ensures all parents/carers are aware of our values, aims and the policies and procedures we follow, including compliments and complaints
4. operate a key person approach to enable a close working relationship with all parents/carers
5. inform parents/carers on a regular basis about their child's progress and involve them in the shared record keeping.

Rest and Sleep Policy

At Wood Street Nursery Forest Pre-School's we recognise the importance of rest and sleep for children's learning and development and how it is necessary to provide children with an opportunity

to rest or sleep during their session. We believe that every child's needs are different and we aim to provide flexibility in giving children opportunities to rest or sleep.

The purpose of this policy is to make staff and parents aware of our approach to sleep and rest opportunities at nursery and to ensure that children get the appropriate sleep or rest they require in order to thrive within our care.

Wood Street Nursery Forest Pre-School's recognise that:

- The health and welfare of the children is paramount
- It is very important for children to get the sleep and rest they need
- Parents and/or carers wishes should be respected with regards to sleeping requirements and arrangements, providing that the child's health or welfare is not compromised
- Comfort items bring a huge amount of reassurance to children, especially during rest and sleep times in a new environment

In order to meet the aims of this policy Wood Street Nursery Forest Pre-School's will adhere to the following:

Rest Areas

- Within the preschool room there are areas for children to have rest that are carpeted and have soft furnishings to provide a relaxing environment throughout the day
- Practitioners will create a space for children to sleep varying daily, depending on the age of the child and how many children are sleeping at one time. This can either be one of our sleep mats or a travel cot. This area will be sectioned off from other children, so they are not to be disturbed and it is safe, but staff will still be able to closely monitor and comfort sleeping children.

Comfort items and dummies

- The preschool shall not provide dummies for children, nor shall the nursery introduce a child to a dummy if they have not used one previously at home. Parents are permitted to bring a dummy for their child from home to use when they are at nursery. We recognise that a dummy can be a great comfort for a child during rest and sleep times. Dummies are usually restricted to only sleep and rest times, but we will provide it for when a child is also upset for any reason. Outside of these times we do not encourage them as they can hinder a child's speech and interaction with others.
- Blankets, muslins, or soft toys are permitted and limited to sleep and rest times. These are kept within a child's bag at other times to keep in line with our policy of personal belongings. These need to be named in order to prevent them from being lost.

Staff

- Our staff are aware of the need for rest and sleep in young children
- Staff appreciate that children have different needs and routines which vary as they grow and develop

- Children are encouraged to indicate or say to staff members when they are tired or need a rest. Staff will respond to children's needs and requests to have a sleep or rest

Parents' wishes in regard to rest and sleep

- The preferences and wishes of parents in regard to rest or sleep are valued and staff work closely with them to ensure children's individual needs are met
- If parents wish for their child to have a sleep at a particular time or limit their sleep to a shorter time we will respect those wishes, provided that it is in the child's best interests

Sleep Records and Sleep Monitoring

- The preschool completes and retains sleep monitoring sheets for any child sleeping within the session. These sheets include the date, the child's name, what time they fell asleep, every 10-minute check signatures from staff and what time the child woke up.

Sleep on Outings or Trips

- When on outings or trips, the preschool will still support children to sleep. Sleeping children will be, with parents permission, transported in a preschool push chair.
- Sleep will still be monitored in the same way as it would if under normal circumstances.

Safe Sleep Procedures

- Staff will always lay a child on their back to sleep with their feet towards the bottom of the cot
- Staff will ensure that no loose blankets, soft toys, or bedding are within the sleeping area of a child or are able to cover their face
- Children are monitored every 10 minutes during sleep times by a member of staff and they document this on our preschool sleep monitoring chart
- The preschool follows guidance from the lullaby trust and NHS with regards to safe sleep practices
- All staff members have training in safe sleep

The Lullaby Trust - Safer sleep for babies, Support for families

Reduce the risk of sudden infant death syndrome (SIDS) - NHS (www.nhs.uk)

Sleep hygiene in children and young people | Great Ormond Street Hospital (gosh.nhs.uk)

Safeguarding and Child Protection

Safeguarding Statement

"Safeguarding is Everyone's Business"

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

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

The purpose of this policy is to provide staff with the framework they need to keep children safe and secure in our setting. The policy also informs parents and carers how we will safeguard their children whilst they are in our care. This policy applies where there are any safeguarding concerns regarding children who attend the settings but may also apply to other children connected to the setting, for example, siblings or younger staff (under 18s) or children on student/work placements.

Statutory Framework for the Early Years Foundation Stage - "Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant Local Safeguarding Partners (LSP). The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff and cover the use of mobile phones and cameras in the setting." (pg 21)

Safeguarding Children and Child Protection Policy (Including managing allegations of abuse against a member of staff)

The Early Years Foundation Stage (2021) states 'children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with adults caring for them.' Wood Street Nursery Forest Pre-School's recognises this and has created an environment where this is achievable to provide to the children within our care. Wood Street Nursery Forest Pre-School's will work with children, parents, and the community. Our Safeguarding Policy is based on the three key commitments of the Surrey child protection and Safeguarding Children Policy.

We are committed to building a safe environment in which children are protected from abuse and harm in all areas of our service delivery, considering confidentiality when sharing information. We recognise and promote that we may be a safe space and stability for a child who may have been abused or are at risk of harm. We recognise that Wood Street Nursery Forest Pre-School's plays a significant part in the prevention of harm to the children in our care by providing them with good lines of communication with trusted adults, supportive friends, and protection.

Wood Street Nursery Forest Pre-School's will support all children:

- By treating each child as an individual so they can learn, be resilient, capable, confident, and self-assured
- By Teaching children to be strong and independent through positive relationships with staff and peers
- By creating an environment where children feel safe and secure, and are encouraged to share their thoughts and feelings

- Ensure all children know there is an adult in Wood Street Nursery Forest Pre-School's who they can approach at any time
- Encourage self-esteem and self-awareness, through the early years foundation stage and positive relationships
- We will liaise and work in partnership with other professionals and agencies to support the safeguarding and protection of children and notify the relevant people immediately if there is a significant concern

Staff and Volunteers

Safer Recruitment

Safer Recruitment Policy

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

Statutory Framework for the Early Years Foundation Stage (2017) Suitable people 3.9. Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable.

3.11. Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warning that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

3.12. Providers other than childminders must record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records check reference number, the date a check was obtained and details of who obtained it). For childminders, the relevant information will be kept by Ofsted or the agency with which the childminder is registered.

In England, the statutory guidance Working together to safeguard children (PDF) (Department for Education, 2018b) highlights the responsibility of all organisations working with children to have safe recruitment practices in place. A safer recruitment policy is a fundamental part of your setting's overarching safeguarding policies and procedures. It sets out your commitment to recruiting staff and volunteers who are suitable to work with children and that you prioritise the safety and welfare of the children in your care. Your safer recruitment policy should sit under a wider safeguarding children policy and should be incorporated into existing policies eg induction.

The pre-school will:

- Implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

We recruit and induct our staff by:

- Advertising all posts through appropriate media and in a way that ensures that we attract high quality applicants from diverse backgrounds.
- Providing an application pack with relevant information for anybody who expresses an interest in an advertised job.
- Ensuring that all applications for positions are made using our standard application form.
- Involving more than one person to shortlist applicants for interview.
- Having at least two people (one with safer recruitment training) conducting a face-to-face (covid secure) interview with anyone we may want to appoint.
- Obtaining two references, two pieces of identification and original copies of any necessary qualifications from candidates.
- Requiring that all staff have an up to date relevant DBS check (including a check against the barred list). A application to the update service needs to be obtained.

Staff who are convicted or cautioned for any offence during their employment with the pre-school will be required to notify the pre-school in writing of the offence and penalty. The pre-school keeps and maintain a single central record of recruitment and vetting checks, in line with the DfE requirements.

- Requiring the production of evidence of the right to work in the UK if necessary.
- Referring to the Local Authorities internal registers of individuals whose previous employment history may give cause for concern and in certain circumstances referring names to the secretary of state.
- Providing an appropriate induction for all new staff.
- Ensuring that all staff are made aware, during their induction period, of how to keep children safe in pre-school.
- Appointing all staff on a trial period initially, with a review before they are confirmed in post.
- Using the list of processes below to follow a consistent procedure for recruitment, selection and induction.

Recruitment selection and induction process

- Plan your recruitment and selection process.
- Advertise the vacancy.
- Review all applications against the criteria in the job/role description.

- Create a shortlist of suitable applicants.
- Agree the interview questions and selection tools eg written English test, role play etc
- Invite your chosen candidates to be interviewed.
- Conduct interviews and verify every candidate's identity and qualifications
- Make decision in suitable appointment of candidate.
- Make a conditional offer of employment, subject to satisfactory references and checks.
- Consider any confidential information that the candidate has submitted along with his/her application, and discuss this with the candidate.
- Complete the take up of references and checks.
- Are all issues arising from the references, checks and self-disclosed information resolved? Yes - confirm the offer on a trial period No - withdraw the job offer.
- Agree a start date.
- Plan the induction.
- New staff member starts. Follow through the induction programme.
- Conduct regular supervision within the trial period to check progress.

Further information Surrey Safeguarding Children Partnership guidance on Recruitment, supervision and training of staff.

<https://surreyscb.procedures.org.uk/qkyqqh/safer-workforce-and-managing-allegationsagainst-staff-carers-and-volunteers/recruitment-supervision-and-training-of-staff>

All staff members at Wood Street Nursery Forest Pre-School's will be subject to termly supervisions to support teamwork, continuous improvement and discuss strengths and areas for improvement. These supervisions are also a safe place for staff members to confidentially discuss any concerns they may have in relation to children's development or well-being.

All staff members have a role to play in identifying concerns early and in providing help for children. To Achieve this Wood Street Nursery Forest Pre-School's will:

- Take part in training to be aware of and alert to the signs of abuse and neglect, so they are able to identify cases of children who may need help or child protection
- Provide a safe environment in which children can learn as well as feeling secure, are encouraged to talk, and are listened to
- Have a duty of care to take appropriate action and work with other services when necessary
- Be Aware of the early help process and identify children and families that may benefit from early help
- Know that they can approach and speak to relevant staff members within the setting if they have a safeguarding concern or are worried

- Have read Wood Street Nursery Forest Pre-School's Safeguarding policies and procedures which they understand and follow in daily practice
- Be prepared to directly refer to the Children's Single Point of Access (C-SPA) and, if appropriate, the police if there is a significant risk of harm and the DSL or Deputy DSL are not available or they have not carried out what is necessary themselves.
- Follow the correct procedures if the allegation is against another member of staff

Wood Street Nursery Forest Pre-School's Management will ensure:

- Our Designated Safeguarding Lead (DSL) is a trained member of staff who will co-ordinate child protection issues with the Pre-School Manager, parents and other professionals involved, in addition to the role and responsibilities of all staff members. They will be available to staff and parents to discuss any safeguarding concerns. Where they are not immediately available the Deputy DSL will take their place for any initial conversations and report to the DSL.
- We ensure all staff and parents are made aware of the safeguarding policies and procedures. Any Policies and procedures may be requested to view at any time by parents or visitors to the setting.
- We provide adequate and appropriate staffing resources to meet the needs of children, including training to benefit the outcomes for children who attend the setting.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced' DBS checks carried out by Police 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.
- Applicants are requested to supply two references. Appointment is subject to a probationary period, usually two terms, and will only be confirmed once the Preschool is completely satisfied that the applicant can be safely entrusted with children. This will include both paid and voluntary staff.
- We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children. This also includes those that are unsuitable by association, i.e. a member of their household has a criminal conviction or have been barred from working with children.
- We expect all staff who work directly with children to declare all convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children and those in their household. This is achieved through regular supervision with each staff member by the Pre-School Manager.
- Children will not be taken to the toilet by any adult who has not had an Enhanced DBS Disclosure.
- Volunteers do not work unsupervised.
- We have procedures for recording the details of visitors to the setting.

- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children. Staff members will ask for identification from any unknown visitors before allowing them entry to the setting.
- There is a set procedure in place to safeguard children and adults on arrival to, and departure from, the Pre-School building.
- We ensure that children are only collected by known parents or carers, or another responsible adult that we have been informed about. This person must know the password that is stated on the Registration Form by the parent.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006). Responding to Suspicions of Abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- We consider factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation that may affect or may have affected children and young people.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex multiple or organised abuse, through forced marriage or honour based violence or maybe victims of child trafficking. While this may be less likely to affect young children in our care we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe a child in our care or known to us may be affected by any of these factors we will follow the procedure for reporting child protection concerns via the Multi Agency Safeguarding Hub (MASH) on 0300 470 9100. Alternatively, if it is felt that a child or young adult is at immediate risk, the pre-school DSL will contact the police and phone 999.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the Pre-School Designated Safeguarding Lead (DSL). The information is stored on the child's personal file and is treated confidentially.

- We refer concerns of abuse to the Multi Agency Safeguarding Hub (MASH), and co-operate fully in any subsequent investigation. In some cases this may mean the police or another agency identified by the Local Safeguarding Children's Board (LCSB).
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We use the detailed procedures when making a referral to children's social care or other appropriate agencies.
- We as a pre-school adhere to the Prevent Duty Statutory guidelines which helps identify children or parents who are at risk of radicalisation.
- Should concerns require support from other agencies there are a number of ways that issues relating to terrorism and extremism can be reported. These include: Anti-Terrorist Hotline: 0800 789321 - Crime Stoppers: 0800, 555 111 - Relevant Police Force: 101 - www.gov.uk/report-suspicious-activity-to-mi5 - www.gov.uk/report-terrorism
- A copy of The Prevent Duty is available for staff and parents who may refer to.
- All staff have completed the Prevent Duty online training course to help identify if there are concerns regarding a child and parents risk to being radicalised.
- The Pre-School has a legal obligation to report suspicions of female genital mutilation (FGM). If there any concerns, these will be passed onto Children's Services via the Multi Agency Safeguarding Hub (MASH) and the police. All staff have completed training on identifying the possible signs of FGM. Recording Suspicions of Abuse and Disclosures

Designated Safeguarding Leaders

The EYFS states 'a practitioner must be designated to take lead responsibility for safeguarding children in every setting' The Preschool has in place a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead who are appropriately qualified and experienced to enable them to fulfil this role.

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

Hold the lead responsibility for safeguarding and child protection (including online safety) and be available for all staff to discuss any safeguarding concerns they may have at any time during the preschool day, out of these hours contact the manager if necessary outside of preschool hours.

Manage Referrals

The DSL is expected to refer cases:

- Of suspect abuse and neglect to the C-Spa and support staff to make these referrals
- To the channel programme (where there is a radicalisation concern) and support staff to make these referrals
- Report concerns a child may be at risk of radicalisation or involvement in terrorism, and use the prevent referral form. In an urgent matter then police must be contacted by dialling 999.

In cases where further advice from the police is sought dial 101 and ask to speak to the prevent supervisor for Surrey.

- To the Disclosure and Barring Service (where a person is dismissed or left due to a risk or posed risk of harm to a child)
- To the police (where a crime has been committed)

Work with others:

- Act as a source of support, advice, and expertise for all staff
- Act as a point of contact for safeguarding partners; Local authority, Police and Health
- Liaise with the 'case manager' and the local authority designated officer (LADO)
- Liaise with staff and external agencies on matters of safety and safeguarding so that children's needs are considered holistically
- Liaise with the senior mental health lead/ the mental health support team
- Promote supportive engagement with parents and/ or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Support staff to know who within their cohort of children have or have had a social worker and provide them with the tools to give additional academic support or reasonable adjustments to help children reach their full potential
- Support staff to recognise even after social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Raise awareness:

- Ensure each member of staff has access to and understands the child protection and safeguarding policy and procedures of the Preschool
- Ensure the Policy is renewed annually (as a minimum) with the support of the Preschool Manager
- Ensure the Policy is available upon request and parents are aware of the Preschools obligations to refer cases when necessary
- Help to promote the educational and developmental outcomes by sharing information about the welfare, safeguarding and child protection issues that a child is experiencing or has experienced with appropriate staff members.

Training, knowledge, and skills

- Undergo training relevant to their role to give them the knowledge and skills required to carry out the role (at least every two years)
- Understand Surrey's Effective Family Resilience assessment process and request for support pathway for providing Early help and Statutory Intervention

- Have a working knowledge of how local authorities conduct a child protection case conference/ Review conference and ensure that they attend/ contribute effectively to fully support the children who attend our preschool
- Understand the importance of the role in providing information and support to children's social care services
- Understand the lasting impact that adversity and trauma can have, including children's behaviour, mental health, and wellbeing, and what is needed to respond to this to promote positive educational outcomes for all children
- Ensuring staff have completed their statutory training (on Noodle Now) including Safeguarding, the prevent Duty and FGM as well as a first aid refresher and food hygiene.
- Understand and support the Preschool with regard to the requirements of the prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation
- Can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst online, on an IPAD, at the setting.
- Can recognise the additional risks that children with additional needs and disabilities may face
- Obtain access to resources and attend any relevant training they may need to be refreshed on.

The DSL of the preschool will have all relevant training and at least annually take a refresher course to update their knowledge to support their role as our designated safeguarding lead, our deputy will also have any relevant training required to carry out the role and refresh their training at least once every two years. It is the responsibility of the DSL to ensure they are aware of any updates or changes to safeguarding legislation or information. They are required to sign up to E-Bulletins, which are sent out by the local authority and provide information relevant to their role.

Providing support to staff

Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This specifically includes to,

- Ensure that staff are supported during the referrals processes
- Support staff to consider how safeguarding, welfare and educational outcomes are linked

Understanding the Views of Children

- Encourage a culture of listening to children and taking account of their wishes and feelings and any measures the Preschool may put in place to support them
- Understanding the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which support communication.

Holding and Sharing Information

- Understand the importance of information sharing, both within the setting and with other settings on transfer, with safeguarding partners, other agencies, organisations, and practitioners
- Understand the relevant data protection legislation and regulations such as the Data Protection Act 2018 and the UK General Data Protection Regulation (GDPR)
- Understand and implement Wood Street Nursery Forest Pre-School's Data Protection Policies and Procedures, as well as support other staff to implement these procedures and understand our policy.
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of good record keeping (refer to RECORD KEEPING)

Deputy Designated Safeguarding Lead

Any Deputies should be trained to the same standard as the DSL. Whilst the responsibilities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection and safeguarding remains with the DSL.

In the absence of the DSL, the Deputy will take this role on and carry out any activities necessary to ensure the ongoing safety and protection of children. In the event of a long-term absence of the DSL the Deputy DSL will assume all functions of the DSL.

Safeguarding and Child Protection Procedures

At Wood Street Nursery Forest Pre-School's if a member of staff suspects abuse, spots signs or indicators of abuse and neglect, or they have had a disclosure of abuse made to them they must:

- Listen carefully to the child, reflecting to the concern
- Use the child's language
- Be non-judgemental
- Only use open ended questions to clarify information e.g., tell, explain, describe
- Not promise confidentiality
- Explain that they need to pass information to the DSL/other professionals to keep them safe

The following procedures apply to all staff working within the preschool and will be covered in training to enable all staff to understand their role and responsibilities. The aim of our procedures is to provide a set framework to enable our staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse. The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All our staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have made a disclosure to a member of staff, the staff member must.

Make an initial record of the information related to the concern as soon as possible either on a regular piece of paper or a form for concern (Contact Sheet) this must include details of

- The date
- The time (nearest possible if not sure)
- Place of disclosure
- Who was present
- The context
- Details of the disclosure/ concern (using the child's words)
- Demeanour/ non-verbal behaviours of the child
- Any injuries
- Rationale for decision making
- Actions taken

They must report it to the present DSL immediately

The DSL will consider if there is a requirement for immediate intervention, the DSL and staff member will not delay in making a referral. In the absence of the DSL or DDSL, staff must be prepared to refer to C-SPA directly themselves and if there is a potential for immediate harm, the police also.

If staff are unsure about anything, the staff member will seek advice from the DSL or DDSL.

Following a report of Concerns the DSL must:

Use the SSCP levels of need document to decide relevant actions to be taken. If we suspect a child is suffering, or is likely to suffer, harm or abuse the DSL must contact the C-SPA by either telephone (0300 470 9100) or by filling out a request for support form and sending by secure email to cspa@surreycc.gov.uk. As above, the DSL must also contact the police by dialling 999 if the child is in immediate danger or risk of harm. The DSL must also notify CSPA in this event.

If there is not a risk of harm the DSL will monitor the situation and consider offering early help to the family.

The preschool will make all attempts to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. Where there are doubts or reservations the DSL will clarify with the C-SPA or the police as to whether the parents should be told about the referral and if so, when and by who. However, if it is suspected that by informing the parents will place an increased risk to the child, the staff member will gain Advice from C-SPA before making any decisions.

Record Keeping

Wood Street Nursery Forest Pre-School's will ensure that we record any safeguarding and welfare concerns and any relating documents during any investigation, meetings with relevant professionals, conversations or meetings with parents and records of the child's voice. These include safeguarding contact sheets, which are a place to write down any concerning speech spoken by a child or parent. These are kept within the safeguarding folder, our folder is sectioned to keep all documents relating to various children separate. Wood Street Nursery Forest Pre-School's will ensure these are kept confidential and stored securely, we maintain information in order to share our records with relevant professionals to ensure the safe and efficient management of the setting and to meet the overall needs of children and their families within our care.

Where a child makes comments to a member of staff that gives cause for concern, observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being, unexplained bruising, marks or signs of possible abuse or neglect, Female Genital Mutilation (FGM)*, Honour Based Violence (HBV), Forced Marriage (FM), Breast Ironing, Prevent Duty, Child Sexual Exploitation (CSE) and Grooming including online, Internet Safety, Faith Abuse, Homelessness, Peer on peer abuse, Child criminal exploitation and County lines, Modern day Slavery and Child Trafficking, that member of staff will: Listen to the child, offer reassurance and give assurance that she or he will take action; does not question the child; makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with date and time; the names of any other person present at the time.

- These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.

- this information will be passed on to the appropriate persons including new educational settings. This information could be passed on over the phone or via a secure email.

• Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down.

• The Pre-School has a statutory requirement to report any marks or bruising on non-mobile children that access the setting. Staff will ask how the mark/bruise happened and are required to pass the information onto children's services. Informing Parents

• Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events unless we feel this may put the child in greater danger.

• We inform parents where we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.

• If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.

- We work within the Local Safeguarding Children Board guidelines.
- 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 setting and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.
- We work closely with the Surrey Safeguarding Board to refer any concerns under the Prevent guidelines and work with the Channel Panel referral process Allegations Against Staff
- We ensure that all staff and parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- An allegation against staff or volunteers should be reported immediately to the Pre-School Manager or the Designated Safeguarding Lead (DSL), without discussing it with anyone else.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to our Local Authority Designated Officer (LADO) on 0300 123 1650 to investigate. We also report any such alleged incident to Ofsted and report what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by any individual organisation, such as LADO, Ofsted and or the police.
- Where the Pre-School Manager and LADO agree it is appropriate in the circumstances, the member of staff will be suspended on full pay for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.
- If at any time it is felt that the appropriate action has not been taken or followed through appropriately, the complainant may contact Whistle Blowing

Where a child joins the setting and no safeguarding and child protection records are received, the DSL will proactively seek to confirm from the previous setting whether a file exists for the child, and if so if the files have been sent.

Information sharing and confidentiality

At Wood Street Nursery Forest Pre-School's we understand the importance of confidentiality and uphold the expectations relating to confidentiality. All matters relating to child protection

will be treated as confidential and only shared as per the Information Sharing Advice for practitioners (DfE 2018) Guidance. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and GDPR are not a barrier to sharing information where a failure to do so would place a child at risk of harm.

Information will be shared with staff members of the preschool who 'need to know' Relevant staff have due regard to GDPR principles which allow them to share information.

All staff must be aware that they cannot promise complete confidentiality and should explain that they need to pass information to other professionals to help keep the child and/or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

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

Wood Street Nursery Forest Pre-School's trained Data Protection Officer (DPO) has a requirement by the General Data Protection Regulations (GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing.

Whistle Blowing

Allegations made against a member of staff, student or volunteer:

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust.

- all staff receive clear advice on appropriate and safe behaviours for working with children in paid or unpaid capacities.
- All staff and volunteers have a duty to disclose any concerns they have about the conduct of staff and volunteers.

The manager is responsible for responding to concerns, the Local Authority Designated Officer (LADO) will be sent a referral form within 24 hours.

When the preschool refers an allegation, the LADO will:

- advise you of the next steps to take
- how to manage talking about the concerns with the adult who may have harmed the child.
- how to inform the child's parents/carers
- how the employer safeguards children throughout any investigation
- Registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). it is good practice to ring/email Ofsted within 24 hours of the allegation being made and to follow this up in writing/email no later than 14 days

Wood Street Nursery Forest Pre-School's recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Our staff members are aware of their duty to raise concerns when they arise about the management of safeguarding and child protection, which may include the attitude or actions of colleagues, poor or unsafe practices and potential failures in the settings safeguarding arrangements.

- All staff members must sign and date to say they understand and agree that they will raise concerns when necessary, during their inductions.
- Our staff board clearly advertises relevant agencies and their phone numbers they may contact if they feel the need to do so.

All staff must be aware of their duty to raise concerns about the management of safeguarding and child protection within their setting, as well as poor and unsafe practice and potential failures in the safeguarding arrangements. Staff are encouraged to use external, independent, and confidential services provided by NAVEX GLOBAL, who can be contacted by 0800 069 8180 and through their web pages.

The NSPCC whistleblowing hotline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can use 0800 028 0285 Monday to Friday 8am- 8pm and help@nspcc.org.uk

Capability of staff

We recognise that staff members capability to carry out regular duties may deteriorate. This may be for several reasons, the most common ones being that either the job changes over a period and staff fail to keep pace with them, or staff because of health reasons can no longer cope with the work. Wood Street Nursery Forest Pre-School's management will monitor staff and their capability to work with children and young people and if deemed not capable, management will enforce the capability procedure as follows.

- Written warning

A written warning will be issued, and a copy will be placed in the staff members file for twelve months after which it will be disregarded

- Final written warning

A final written warning will be issued, and a copy will be placed in the staff members file for eighteen months after which it will be disregarded

- Dismissal

Dismissal may be with or without notice, depending on the circumstances, and may occur whether or not warnings have been issued depending on the length of service.

Disciplinary Action

- Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the

Disclosure and Barring Service (DBS) of relevant information so that individuals who pose a threat to children (and vulnerable groups), can be identified, and barred from working with these groups.

- We have a disciplinary procedure in place to outline a recognised and consistent system to deal with any issues of conduct, capability, or other circumstances which may result in a disciplinary, warning or dismissal

We are committed to promoting awareness of child abuse issues throughout our training and leaning programmes for adults. We are also committed to empowering young children, through our early childhood curriculum, promoting their right to be strong, resilient, and listened to.

Training

- We ensure all staff receive information, policies and procedures regarding the safeguarding and welfare of children within our care upon induction into the setting. This also includes their responsibilities and the role and names of the DSL and the deputy.
- All staff are advised and it is recommended that they sign up to receive regular updates in online safety via email e-bulletins but this is not a requirement.
- We seek out training opportunities for all adults involved in the setting to ensure that they can recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and 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 setting.

Planning

- The names of the DSL and the deputy are clearly advertised on the staff board other staff members and their roles.
- The Child protection and safeguarding policy will be readily available to be viewed and will be posted on the nursery welcome board.
- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being in sight or hearing of another staff member.
- Staff must inform another member of the team (about where they are going and what they are doing) if they need to attend to a child, for example, take them to the toilet or change their nappy.
- Lone Working is always in ratio and staff will have emergency contacts readily available as well as a designated preschool phone.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social, and emotional development of all children, so that they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

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

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group
- We make clear to parents our role and responsibilities in relation to child protection, such as the reporting of concerns, providing information, monitoring of the child, and always liaising with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records policy and only if appropriate under the guidance of the Local Safeguarding Children Board.

Mobile phone and cameras in the setting

It is pre-school policy that all staff and visitors are requested to store their mobile phones, cameras or other recording equipment in the office which will be locked during session time. Use of mobile phones is limited to staff breaks and in an area away from the children. The only time a personal mobile phone is permitted for use is in the event of an emergency within the Pre-School. The only mobile phone that is permitted for use during a session is the Pre-School mobile phone which is used by either the Pre-School Manager or Deputy. The Preschool mobile is used to communicate with parent enquiries or to contact the emergency services should the need arise. All staff will be made aware of these expectations relating to the use of technology within the setting during their induction. The Induction Checklist will include a section for staff members to sign and date that they understand and agree to these expectations.

Specific Safeguarding Concerns

The Preschool is aware of a range of specific safeguarding issues and situations that can put children at a greater risk of harm. Whilst some of these issues may be more likely to involve older children, early years children may still be at risk of harm. Wood Street Nursery Forest Pre-

Schools recognise many safeguarding issues and have different procedures in place for the different types. These include:

- Child on child abuse
- Physical abuse
- Harmful sexual behaviour
- Mental health needs
- Children with additional needs and disabilities
- Cyber bullying
- Online Safety
- Radicalisation, Extremism and Terrorism
- Domestic Abuse
- Homelessness
- Child sexual exploitation
- Serious Violence
- Female Genital Mutilation
- Modern Slavery
- Forced Marriage
- So Called 'Honour-Based abuse'
- Private fostering arrangements
- Looked after and previously looked after children
- Restrictive physical intervention
- Emotional Abuse
- Neglect
- Sexual abuse

Contact Children's Services If you are concerned about the safety of a child or young person you can contact the Surrey Children's Single Point of Access (C-SPA). The C-SPA is based at Guildford Pavilion and acts as the front door to children's services in Surrey. The C-SPA provides residents and people who work with children in Surrey with direct information, advice and guidance about where and how to find the appropriate support for children and families. Availability: 9am to 5pm, Monday to Friday Phone: 0300 470 9100 Out of hours phone: 01483 517898 to speak to our emergency duty team. Email: emails are dealt with during normal office hours for concerns for a child or young person: cspa@surreycc.gov.uk Fax number: 01483 519862

If you have already been in touch with children's social care services and would like to contact your allocated social worker or family support worker directly, please find your local area number below.

South East: 0300 123 1620 The South East area covers the following three district and boroughs: Tandridge (Caterham and Oxted) Reigate and Banstead (Redhill, Horley, Reigate and Banstead) Mole Valley (Dorking and Leatherhead)

Allegations made against a member of staff, student or volunteer:

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- all staff receive clear advice on appropriate and safe behaviours for working with children in paid or unpaid capacities.
- All staff and volunteers have a duty to disclose any concerns they have about the conduct of staff and volunteers.

The manager is responsible for responding to concerns, the Local Authority Designated Officer (LADO) will be sent a referral form within 24 hours.

When the preschool refers an allegation, the LADO will:

- advise you of the next steps to take
- how to manage talking about the concerns with the adult who may have harmed the child.
- how to inform the child's parents/carers
- how the employer safeguards children throughout any investigation
- Registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). it is good practice to ring/email Ofsted within 24 hours of the allegation being made and to follow this up in writing/email no later than 14 days

Settling in Policy

we want children to feel safe, stimulated, and happy in the setting and to feel secure and comfortable with staff. We want parents and carers to have confidence in both their children's well-being. We want the setting to be a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families. We recognise the importance of a paced entry procedure for all new entrants and implement daily welcoming strategies throughout the year for all parents and children.

Statutory Framework for the Early Years Foundation Stage (2017) It is a requirement of the Statutory Framework for the EYFS that 'each child must be assigned a key person.' The key

person helps the child to become familiar with the setting and '...offer a settled relationship for the child and build a relationship with their parents' (EYFS 2017: 3.27)

Before a child starts to attend our pre-school, we use a variety of ways to provide their parents with information. These include information available from our website, displays about activities available within the Pre-School and individual meetings with parents.

- During the term before a child is enrolled, we provide opportunities for the child and their parents to visit the Pre-School.
- We allocate a key person to each child and their family once they start to attend; the key person welcomes and looks after the child and parents at the child's first session and during the settling-in process.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle in.
- We make clear to families from the beginning that they will be supported in the Pre-School for as long as it takes to settle their child, by encouraging parents, where appropriate, to separate from their child for brief periods at first, gradually building up to longer absences.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.

We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when they arrive, goes to them for comfort and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left.
- We reassure parents whose child seems to be taking a long-time settling in.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from our pre-school.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left.

Safer Recruitment

Statutory Framework for the Early Years Foundation Stage (2017) Suitable people 3.9. Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners, and any other

person who is likely to have regular contact with children (including those living or working on the premises), are suitable.

3.11. Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warning that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

3.12. Providers other than childminders must record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records check reference number, the date a check was obtained and details of who obtained it). For childminders, the relevant information will be kept by Ofsted or the agency with which the childminder is registered.

In England, the statutory guidance *Working together to safeguard children* (PDF) (Department for Education, 2018b) highlights the responsibility of all organisations working with children to have safe recruitment practices in place. A safer recruitment policy is a fundamental part of your setting's overarching safeguarding policies and procedures. It sets out your commitment to recruiting staff and volunteers who are suitable to work with children and that you prioritise the safety and welfare of the children in your care. Your safer recruitment policy should sit under a wider safeguarding children policy and should be incorporated into existing policies eg induction.

The pre-school will:

- Implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

We recruit and induct our staff by:

- Advertising all posts through appropriate media and in a way that ensures that we attract high quality applicants from diverse backgrounds.
- Providing an application pack with relevant information for anybody who expresses an interest in an advertised job.
- Ensuring that all applications for positions are made using our standard application form.
- Involving more than one person to shortlist applicants for interview.
- Having at least two people (one with safer recruitment training) conducting a face-to-face (covid secure) interview with anyone we may want to appoint.
- Obtaining two references, two pieces of identification and original copies of any necessary qualifications from candidates.
- Requiring that all staff have an up to date relevant DBS check (including a check against the barred list). A application to the update service needs to be obtained.

Staff who are convicted or cautioned for any offence during their employment with the pre-school will be required to notify the pre-school in writing of the offence and penalty. The pre-

school keeps and maintain a single central record of recruitment and vetting checks, in line with the DfE requirements.

- Requiring the production of evidence of the right to work in the UK if necessary.
- Referring to the Local Authorities internal registers of individuals whose previous employment history may give cause for concern and in certain circumstances referring names to the secretary of state.
- Providing an appropriate induction for all new staff.
- Ensuring that all staff are made aware, during their induction period, of how to keep children safe in pre-school.
- Appointing all staff on a trial period initially, with a review before they are confirmed in post.
- Using the list of processes below to follow a consistent procedure for recruitment, selection, and induction.

Recruitment selection and induction process

- Plan your recruitment and selection process.
- Advertise the vacancy.
- Review all applications against the criteria in the job/role description.
- Create a shortlist of suitable applicants.
- Agree the interview questions and selection tools eg written English test, role play etc
- Invite your chosen candidates to be interviewed.
- Conduct interviews and verify every candidate's identity and qualifications
- Make decision in suitable appointment of candidate.
- Make a conditional offer of employment, subject to satisfactory references and checks.
- Consider any confidential information that the candidate has submitted along with his/her application and discuss this with the candidate.
- Complete the take up of references and checks.
- Are all issues arising from the references, checks and self-disclosed information resolved? Yes - confirm the offer on a trial period No - withdraw the job offer.
- Agree a start date.
- Plan the induction.
- New staff member starts. Follow through the induction programme.
- Conduct regular supervision within the trial period to check progress.

Further information Surrey Safeguarding Children Partnership guidance on Recruitment, supervision, and training of staff.

The Role of the Key Person

Policy Statement

At Wood Street Nursery Forest Pre-School's we believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that

a key person approach benefits the child, the parents, the staff, and the pre-school by providing secure relationships in which children thrive, parents have confidence, staff are committed and the pre-school is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated, and happy in our 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. We aim to make our pre-school a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

We assign each child a key person and inform parents and carers of the name of the key person, and explain their role, when a child starts attending our pre-school. The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. The key person seeks to engage and support parents and carers in guiding their child's development at home. They also help families engage with more specialist support if appropriate.

Procedures

- The key person is responsible for welcoming the family into our pre-school and building a relationship with them. They help the child settle into and become familiar with the pre-school and offer a settled relationship for the child.
- The key person offers unconditional regard for the child and are non-judgemental.
- The key person works with parents to plan and deliver a personalised plan for the child's well-being, care, and learning.
- The key person acts as the key contact for the parents and have links with other carers

involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.

- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up to date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in their key group, spending time with them each day.
- We promote the role of the key person as the child's primary carers in our pre-school and as the basis for establishing relationships with other staff and children.
- All key persons receive regular training to ensure they have up to date knowledge of child development and the Statutory Framework for the Early Years Foundation Stage.