

Meet the Team

Below is a list of those actively involved in Pre-School. This list includes roles that are mentioned within these policies.

Committee

Chairperson: Simon Heron

Committee Safeguarding Representative: Amanda Whitefield

Treasurer: Phillip Whitefield

Church Representative: Sarah O'Meara, Gill Heron

Secretary:

Parent Reps: Frankie Hiley, Claudia Ford-Please,

Playgroup Management Team (Other than Committee)

Play Leader: Vicki West

Deputy Play Leader: Lisa Davis

Playgroup Staff

Play Assistants: Kerry Street, Natalie Painter, Sophia Peart, Kirsty Griffiths

Safeguarding Roles

Designated Safeguarding Lead (DSL): Lisa Davis

Deputy Designated Safeguarding Lead (DDSL): Vicki West

Committee Safeguarding Representative: Amanda Whitefield

Whistle-blowing Officer: Vicki West and Simon Heron

Roles within Finance

Treasurer: Phillip Whitefield

Administrator: Vicki West

Data Protection Lead: Vicki West

Inclusion and Equality Roles

Special Educational Needs and Disability Coordinator /SENDCO: Lisa Davis

Behaviour Manager: Kerry Street

Inclusion and Equality Officer: Lisa Davis

Health and Safety

Health and Safety Officer: Vicki West and Lisa Davis

Fire Officer: Vicki West and Lisa Davis

Human Resources

Chairperson: Simon Heron

Student Co-Ordinator: Vicki West

Whistle-blowing Officer: Vicki West and Simon Heron

Employment Committee: Simon Heron, Phillip Whitefield, Sarah O'Meara

Allegations Management Procedure

All staff and committee members are encouraged to be part of a safeguarding culture, keeping the welfare of the children is paramount in all that we do. In the event of an allegation or concern regarding a member of staff, volunteer or the committee the following procedure will be necessary (taken from GSCP/Procedures):

If a Professional receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children, whether the concern happened at Pre-School or elsewhere, and that concern could amount to:

- a member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child; or
- Possibly committed a criminal offence against or related to a child; or behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Then that professional should: -

Report the concern to the most senior person not implicated in the allegation.



Complete a written record of the nature and circumstances surrounding the concern including any previous concerns held. Include where the concern came from and brief details only.



Seek advice before proceeding – Initial Discussion

Always contact the Local Authority Designated Officer for Allegations (LADO) for advice prior to investigating the allegation. This is because it might meet the criminal threshold and so your investigation could interfere with a police or Social Care investigation.

This must be done within 1 working day.

Local Authority Designated officer (LADO) Tel: 01452 426 994

The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues.



If, after your initial discussion with the LADO, it is agreed that the allegation meets the criteria, please complete the allegation management referral form via the GSCP website. (www.gscb.org.uk).

The LADO will review referrals and convene an allegations management meeting. This might result in criminal investigation, a Social Care investigation and /or an investigation to inform whether disciplinary action is required. If it is agreed that the allegation does not meet the criteria, the LADO will record the initial discussion and send it to you for your records. Any further action will be taken within the setting if necessary, following the disciplinary procedure.

Further meetings might be required and these will be convened by the LADO with your input at all times.

Further information on the Allegations Management process can be found in the Government Document: Working Together to Safeguard Children 2018, Part 4 Keeping Children Safe in Education and the Southwest Procedures.

<https://www.proceduresonline.com/swcpp/gloucestershire/contents.html>

Any allegation or concern, no matter the severity, will be reported into Ofsted within 7 days. This will be followed even if the reasons for the allegation or concern are unclear or unknown.

Support will be provided to all those involved in an allegation throughout investigation in line with local authority's support and advice.

Pre-School reserves the right to suspend any member of staff during an investigation and legal advice will be sought to ensure compliance with the law.

All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities and all safeguarding records will be kept until the person reaches normal retirement age or for 21 years and 3 months if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation.

Founded allegations will be dealt with as gross misconduct in accordance with our disciplinary procedures and may result in the termination of employment, Ofsted will be notified immediately of this decision along with notifying the Disclosure and Barring Service (DBS) to ensure their records are updated. Christ Church Pre-School retains the right to dismiss any member of staff in connection with founded allegations following an inquiry.

Unfounded allegations will result in all rights being reinstated.

A return to work plan will be put in place for any member of staff returning to work after an allegation has been deemed unfounded. Individual support will be offered to meet the needs of the individual staff member and the nature of the incident; this may include more frequent supervisions, coaching and mentoring and external support.

Anti-bullying policy

What is bullying ?

Bullying is not always easy to define but according to Dan Olweus, an expert in the field of prevention of bullying, he says can include: physical- pushing, kicking, hitting, pinching and any form of violence and threats. Verbal- name calling, sarcasm, spreading rumours, persistent teasing, . Emotional- excluding, tormenting, ridicule or humiliation. Racist- Racial taunt, graffiti or gestures. . Social- Unwanted physical contact or abusive comments. . Homophobic- any hostile or offensive action against lesbian, gay males or bisexuals or those perceived to be these above. All of the above forms of bullying are not just delivered on a personal face to face basis, but also by using existing and new technology, known as cyber bullying.

We can sum up bullying as actions taken by one or more people with the deliberate intention of hurting another person (in any of the above ways) Bullying is about a premeditated act, which relies on a stage of cognitive development in order to think the process through. Aims and objectives.

Bullying is wrong and is damaging to individual people, Christ Church Pre-School proactively implements policies and procedures to prevent this, by developing a Pre-School in which bullying is regarded as unacceptable.

We aim to deliver a safe and secure environment where all children can play and learn without fear or anxiety.

This policy aims to produce a consistent response to any bullying incidents that may occur. . We aim to make all those connected with the Pre-School aware of our opposition to bullying and all staff have a responsibility to eradicate bullying in our setting.

We do not tolerate any kind of bullying as stated above on any grounds, and support all parties involved to gain a full understanding of our ethos.

Rough and tumble play

The Pre-School learning alliance has acknowledged and highlighted the need to recognize rough and tumble play as a distinct form of inappropriate or aggressive behaviour. Television or films which include superheroes, often influence young children or weapon play; they will mimic this behaviour through their play. We as a setting endorse the following strategies to manage this kind of play. . Recognise that this is prosocial play rather than aggressive, Set boundaries for the game, Use planning opportunities to discuss the concept of “good” and “bad”, support the play to find alternatives to weapon play, exploring different scenarios.

Hurtful Behaviour

Very young children are egocentric which means that they put their own feelings above others, and even the most considerate child will have the occasional outburst due to frustration, anger or over exuberance. We acknowledge that this is a development area that needs to be neutered and supported and that very young children do not intentionally wish to cause harm. If hurtful comments are made our strategies are: To recognise that very young children are not always able to manage their own feelings and deliver them appropriately. Assist in this management to support their biological and cognitive development, offer support to both parties and to discuss the issues through play, story time and circle time activities.

Our Anti-bullying procedure;

The role of the behaviour manager: **Kerry Street** is our behaviour manager, it is the responsibility of the behaviour manager to implement the Pre-School anti-bullying strategy and to ensure that all staff (paid/unpaid) are aware of the policy and know how to deal with incidents of bullying.

The behaviour manager ensures that all children begin to learn that bullying is wrong and that it is unacceptable behaviour in Pre-School.

The behaviour manager draws the attention of everyone to this fact through staff meetings and monitoring that this is being implemented on a regular basis. The behaviour manager sets the Pre-School climate of mutual support and praise successes, making bullying less likely. When people feel they are important and belong to a friendly and welcoming setting, bullying is far less likely.

The role of staff

Staff at Pre-School take all forms of bullying seriously and intervene to prevent incidents from taking place. A record is kept of all incidents of bullying that happen in the Pre-School and are shared with the play leader or behaviour manager.

If staff witness an act of bullying they will do all they can to support the person or persons who are being bullied . If a child is being bullied over a period of time , then after consultation with the play leader and/or the behaviour manager , the key worker informs the child's parents.

For all incidents of bullying, a behaviour management form should be completed. We record all incidents of bullying that occur in the setting. If practitioners become aware of bullying taking place between members of a group, we will deal with the situation very seriously. If the patterns repeat of bullying then the child's parents will be asked to meet with the playleader/behaviour manager.

The role of parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the playleader and/or the behaviour manager, immediately. Parents have a responsibility to support Christ Church Pre-Schools anti-bullying policy and actively encourage their child to be a positive member of Pre-School, parents are expected to help develop their child's social skills at all times, in support of Pre-Schools ethos.

Achieving positive Behaviour

Everyone at Christchurch Pre-school has the right to feel valued, respected, and safe. For this to happen in practice, we have a responsibility to behave and act in ways that allow all of us to feel free to explore and learn without fear of being hindered or hurt. This policy provides guidelines on how to support this vision; it recognizes that learning self-regulation and socially appropriate behaviour is a developmental process, and that through modelling positive behaviour at all times, and managing challenging behaviour appropriately.

We aim to listen and acknowledge the view of everyone in preschool, embracing who we are and where we have come from. In recognition of this, our expectations of behaviour are underpinned by the following values which are agreed upon by all at the preschool.

RESPECT AND RECOGNITION - To value and celebrate our uniqueness, and to show consideration for our feelings and the feelings of others.

FREEDOM AND RESPONSIBILITY - To enable children and adults to explore and express themselves freely in an environment that supports decision-making.

INCLUSION - To provide access to learning for all who attend the setting, considering everyone's needs, and abilities, working together to share the same vision.

HONESTY - To enable everyone to communicate openly, and honestly.

SAFETY AND TRUST - To help everyone in the setting feel able to express their concerns and fears appropriately and thrive both physically and emotionally and reach their learning potential.

Adult Behaviour Management

Anti-social behaviour of any kind is not tolerated at preschool. This includes swearing, bullying, physically hurting the children or members of staff, and any other form of harm towards others, persistent antisocial behaviour is discussed and reported to the committee and our disciplinary procedure will be followed.

Child Behaviour Management

Children who attend preschool are all taking steps to learn how to behave appropriately. Many of the things they do are normal for their stage and age of development, and we as a setting help them to learn and to make positive choices.

We do this by:

- . Noticing and acknowledging positive behaviour.
- . Using clear and consistent boundaries across preschool.
- . Explaining the consequences of some behaviours and offering choices.
- . Involving the children in problem-solving by using the conflict resolution steps.
- . Sharing information with parents/carers about their children's behaviour.
- . Providing strategies to support turn taking e.g. using a sand timer.
- . Communicating and modelling positive behaviour, using a variety of strategies e.g. gestures, visual aids, and Makaton.
- . Recognising and acknowledging feelings to encourage empathy.
- . Creating an environment that minimises conflict e.g. ensuring there are sufficient resources.
- . Providing planned opportunities to discuss behaviour and feelings e.g. circle time and the use of stories.

Biting

Although it is not uncommon for young children to bite, it is a behaviour that is taken very seriously at preschool and is strongly discouraged. When a child under the age of 2 bites, it is generally due to a lack of language skills, out of curiosity, or teething, when children are older than 24 months, biting is less common, language skills are developing, and children learn to use words. Whenever a child is bitten, the first step is to comfort and reassure the bitten child. Next, the wound will be washed, and first aid given, both sets of parents will be advised of the incident at the end of the session or sooner if the bite is severe. We will deal with the “biter” as set out under “children's challenging behaviour”.

Children’s Challenging Behaviour

Staff at the preschool will intervene when behaviour is persistently disruptive or difficult to manage.

We do this by:

- Being clear about the unacceptable behaviour.
- Supporting the child to think of solutions to put things right.
- Providing time away from the situation to calm down and reflect.
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message.
- In some cases, involving the SENCO in setting up a behaviour plan or my plan with specific targets related to behaviour.
- Liaising with other agencies to access further advice and support.

Some behaviours are extremely concerning e.g. racist remarks, inappropriate touching, verbal aggression, persistent harming (of themselves or others), and intentional damaging of property. Incidents such as these will be managed on an individual basis.

This may include:

- Removing the child from the situation.
- Seeking support from other members of staff.
- Contacting the parents/carers and requesting for the child to be taken home.
- On rare occasions using positive handling techniques for the child's safety and the safety of others.
- Referring to other agencies e.g. Early Years team, Child and Adolescent Mental Health Services for further guidance and support.

Conflict Resolutions Steps

1. **APPROACH CALMLY AND WITH AN OPEN MIND** - Walk over and get down to the child's level.
2. **ACKNOWLEDGE THEIR FEELINGS** - Say I can see you are feeling angry/cross/hurt/upset.
3. **GATHER INFORMATION FROM BOTH SIDES** - Say what happened, how can I help?

4. RESTATE THE SITUATION - Say ok, so this has happened
5. ASK FOR SOLUTIONS AND CHOOSE ONE TOGETHER - Say “I wonder what we can do to solve the problem and help you feel better.”
6. BE PREPARED TO GIVE FOLLOW-UP SUPPORT - Keep an eye on the situation and see what happens next then offer more support if needed.

With acknowledgment to Rachael Underwood and the high/scope educational research foundation.

Behaviour and Response

As a setting, we acknowledge considerate behaviour such as kindness and willingness to share. We support each child in developing their self-esteem, confidence, and feelings of competence. This is promoted in numerous ways:

- We require all staff and volunteers to provide a positive role model by treating all the children, parents, and one another with respect, friendliness, care, and courtesy.
- We provide clear, consistent boundaries and rules and encourage all children to behave appropriately, respecting and caring for each other, adults, and the equipment around them.
- We strongly discourage running inside preschool and offer clear instructions that are phrased positively, and reasons are given e.g. “Walking feet please, you may fall and hurt yourself.”
- We help the children to voice their feelings and to be aware of the feelings of others.
- **Rewarding** good behaviour- we at preschool believe that praise and rewards can be constructive and encourage further effort. We offer stickers. Each child needs to feel valued.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We do not humiliate children by using a “naughty chair “We do offer a quiet area” where they can sit for a few minutes, we ensure that an adult sits with them during this period and helps the child to understand why they are sitting in the quiet area We know the lasting damage that can be done by labelling a child.
- Redirect young children; at the first sign of aggressive behaviour the child is told why their behaviour is unacceptable. an alternative way of solving the problem is suggested by using language appropriate to the child's understanding. A total communication approach such as visual aids or singing is also used to help children understand the situation.
- It is important to let the child know it is the behaviour that you do not like, not the child.

Parent/ Carer Involvement

At Pre-School working in partnership with our parents/carers is integral to the success of this behaviour policy. For it to be effective and work in practice their contribution is vital.

We will achieve this by:

- Sharing the expectations at preschool through informal and formal discussions with individual parents/carers this is done discreetly and balanced with some positive feedback.
- Talking to individual parents/carers about all aspects of their child's behaviour daily.
- Being fair and non-judgemental and consistent when discussing children's behaviour with their parents/carers.
- Providing extra support for parents/carers to help manage their child's challenging behaviour e.g. through family support services and other agencies.

We hope parents/carers will feel able to:

- Inform us of any relevant changes to their family circumstances which may affect their child's behaviour e.g. new baby, moving house, bereavement, divorce, separation, or hospitalisation.
- Reinforce expectations of positive behaviour by talking to their child at home.
- Actively support staff at preschool in implementing positive behaviour strategies.
- Be a positive role model for their child.

Physical punishment and restraint

Physical punishment is never used by the staff at preschool as a punishment, however, physical intervention may be appropriate to prevent an accidental injury or damage (common with young children). If physical restraint is needed, incidents such as this are logged, and the parents will be notified. Rules are kept to a minimum and made as simple as possible, recognising the developmental level and comprehension of the children attending the setting. All staff, students, and volunteers understand what constitutes physical punishment. Physical punishment will not be used at preschool.

British Values

The Pre-School follows the principles of The EYFS which emphasises on planning for the individual needs of the developing child. We deliver an inclusive learning programme and provide a stimulating environment that fosters active learning. The fundamental British values support the characteristics of effective learning identified in the EYFS. We appreciate that all children are unique and are constantly learning. We work in partnership with parents and teach children to be strong and independent and provide rich playful learning opportunities so that they can develop and progress. Our children will be encouraged to be independent learners and have good communication skills so that they can work with others.

We will actively promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance (for those with different faiths and beliefs) across the setting and they are included within The United Nations Convention of the rights of the child 1989 (UNCRC). We have a wide range of resources and plan activities that reflect and value the diversity of children's experiences and actively challenge gender, cultural and racial stereotyping. We help the children gain an understanding of people, families and communities beyond their immediate experience. We promote positive behaviour and have an Equal Opportunities policy.

Through our British Values policy which promotes children's well being and is embedded in our day to day work we promote equality, diversity and tolerance and respect for all cultures, faiths and lifestyles. Each day the children are taught the difference between right and wrong and learn to take turns and share. Staff would challenge negative attitudes and stereotypes and the children are taught about the world in which they live and are developed to understand life in modern Britain.

Many of our activities present opportunities for exploring and promoting each of the British values. We ensure that children have respect for all and we support children to gain a positive sense of themselves. We encourage the children to speak up during circle time and learn to listen to what their friends are saying. Children are involved in the planning process to show that their opinions matter and that they are valued. By reading books on communities from around the world and sometimes having a country as our topic we are educating the children that people have different ways of life and are a valuable part of our multi cultural world.

We hope that by teaching children these British values from a young age they will grow into adults who are tolerant and accepting. We recognise that the United Kingdom is a multi cultural and multi faith diverse society and we teach the children that it is possible to live together peacefully and that each person is a valuable part of our multi cultural world. Our diversity has created a strong bond and promoting

British values is about encouraging the children to share a set of values that promote tolerance, respect and community cohesion.

We believe that by developing a sense of belonging to our country and supporting our core values we can prevent radicalisation and we are of the opinion that it would be unacceptable of us to:

Actively promote intolerance of other faiths, cultures and races.

- Fail to challenge gender stereotypes.
- Isolate children from the wider community.
- Fail to challenge behaviours that are contrary to British Values.

Democracy: Making decisions together

Children have the right to participate in making decisions about things that concern them and they have a right to an education. We live within a democracy of which the ideals promote a shared belief in fairness and equality and a right to participate in important decision making. Arising from these ideals is an emphasis on shared responsibility, mutual respect and the wider community. By exploring feelings with the children we are helping them to empathise with others. Young children play and explore and being able to do so in a democratic environment where everyone is able to share and take turns and work together will be more rewarding.

We encourage children to talk about their feelings and value each other's views. The children know that their views count and we make decisions together. Through the day the children will be given opportunities for thinking, questioning, sharing and taking turns. Children are taught to share time, space and resources with others through the games that we play and circle time. Children understand that they need to take turns and how important it is to share so that everyone has an equal opportunity to learn and play. The children will be asked to suggest solutions and come up with ideas for how to resolve differences.

- When children become older siblings we discuss how important their role is within the family.
- Children are able to choose which area they would like to play in.
- Questionnaires are issued to new parents and annually to all parents to give them an opportunity to voice their opinions.
- We have regular staff meetings and staff are given the opportunity to put their ideas forward.
- Circle time gives children the opportunity to speak but to also listen to others.
- The Pre-School promotes positive behaviour.
- Snack demonstrates how everyone is entitled to a fair share.

- Books are read to children on various issues and topics and then they will be asked to reflect on the story.
- Children can make numerous choices through the day from if they would like snack to which area they would like to play in.
- Team games are played to encourage team work and cooperation.
- Children are asked to help to care for the garden so that they learn the importance of shared responsibility.

Rule of Law: Understanding that rules matter

Children have the right to say what they want and the right to freedom of association but they also have a responsibility to ensure that they do not stop others enjoying their rights. British citizens are expected to abide by the rule of law; this means being able to follow rules, distinguish between right and wrong and understand the consequences of negative and illegal actions in terms of how they impact upon other individuals and society as a whole. Following the rule of law involves being able to pay attention, listen and understand what is expected. Children who can listen to and follow instructions will be more likely to succeed both in terms of learning and meeting behavioural expectations.

Children need to learn to understand how they feel and why; if they can do this they will be able to manage their feelings and regulate their behaviour. Children will be taught to think for themselves and they need to understand why something is wrong. They will be encouraged to consider the consequences of their actions for themselves as well as to empathise with others and think about how their actions affect those around them.

The children are taught how to manage their feelings and behaviour and why rules are made and what the consequences are if they are broken. Children will be taught that it is better to communicate with each other instead of letting events take over resulting in misunderstandings, disagreements and hurt feelings.

- The rules are on display in the setting.
- Children are aware that the rules apply to everyone, i.e. everyone is expected to help tidy up and put things away.
- We have regular routines so that the children understand what is expected of them.
- Children are taught to distinguish right from wrong from a very young age.
- Children are reminded of the rules at circle time.
- Parents are encouraged to use the same rules at home.
- Staff will speak to a parent at the end of the day if there are any concerns or behavioural issues.

- We have Star of the Day in the Busy Bees who are our special helper.
- Children are spoken to about any negative behaviour and it is explained to them how they have made another child or staff member feel.
- A reward chart and stickers are used if appropriate and with parent knowledge and support.
- Children are always praised for anything positive that is done.
- We play games that involve listening to and following instructions.
- Stories are used to introduce children to good role models and children are asked to empathise with the characters.
- Stories that have moral messages are read to the children.
- Children are taught to use their words instead of lashing out or pushing.

Individual Liberty: Freedom for all

The UNCRC supports children's rights to think and believe what they choose along with choosing their own religion. It also states education should promote children's individual personalities, talents and abilities and help them develop self respect. People in Britain have a right to personal freedom, meaning they are free to make their own choices, voice personal opinions and portray their individual identity without fear. Children will be encouraged to talk about their likes and dislikes and respect that not everyone likes the same things.

Children will be encouraged to develop a positive sense of themselves and to discuss how they are feeling. Their self esteem will be developed and they will appreciate that it is fine to be different and that making mistakes is part of the learning. We will teach children to communicate so that they will be able to express themselves as well as listening to others.

- Children learn to become independent by serving their own and snack.
- During snack they cut their own fruit and spread their own butter.
- Children are encouraged to go to the toilet by themselves if they are happy to do so.
- Children will put on their own coats and shoes if they are able to and encouraged to learn to do so.
- Children assist with recycling and putting food waste in the compost bin.
- Children are given the opportunity to evaluate a task or topic as are the staff.
- Circle time provides the ideal opportunity for the children to talk about themselves, their families and how they are feeling.
- Children are encouraged to make choices.
- An abundance of resources are available for children to explore on their own as part of "free play".

- Children are given the choice of completing a focused task or to continue playing freely.
- Many of the activities undertaken outside will contain an element of risk taking i.e. riding bikes, climbing, balancing.
- Photos of the children learning through play are on display in floor books.
- Staff are constantly praising the children and celebrate their achievements to increase their self esteem.
- Children can express themselves non verbally through art, role play, dance and music.
- Games are played where children can practice their listening skills.
- “Show and tell” provides the opportunity for children to develop their communication skills.
- Children are encouraged to ask questions.
- The children are involved in charitable campaigns such as children in need and pyjama days for local charities.
- After a story has been read; there will be an opportunity to reflect on the characters and the moral of the story.
- We will involve children in conversations and debates that gets them thinking and questioning.

Mutual Respect and Tolerance: Treat others as you want to be treated

Britain is a diverse society where people of different races, faiths and beliefs and cultural backgrounds should expect to live and work together peacefully. To ensure a respectful and tolerant society of the future children must learn not only to accept and respect difference but appreciate the value of diversity and the rich opportunities it presents. We promote respect for human rights and fundamental freedoms and teach children to respect their own and other cultures and support sexual equality.

The Pre-School creates an inclusive environment where everyone is valued and differences portrayed positively. We work with our parents and have good links within the community. We appreciate that some families are the same and some are different due to faith, communities and tradition. We teach children to be kind to everyone and that it is good to share. Children will be made to feel proud of their cultural heritage and familial background. Children will be encouraged to explore similarities and differences between themselves and others so they grow up understanding and appreciating difference.

- All children are welcomed into the Pre-School including children with disabilities or from ethnic minorities including those with different faiths and beliefs.

- Staff read books to the children which challenge stereotypes such as “my family, my world” and “it is ok to be different” and other stories from around the world.
- Children are encouraged to share toys.
- We often discuss the importance of looking after the environment and being green.
- Children are involved in recycling and we have a compost bin for food waste.
- There are multi-cultural toys in place such as jigsaws, books and dolls.
- Children are encouraged to assist less able children if they require it when completing tasks or sporting activities.
- We celebrate Remembrance Day and other significant dates such as Easter and Christmas.
- Children will be encouraged to make and send Christmas cards to their friends and family.
- We celebrate world festivals and events such as Diwali and The Chinese New Year.
- We try different foods from around the world.
- Children are introduced to art and music from different cultures.
- We engage with the wider community to promote a sense of belonging in the community and explain peoples job roles.
- We will endeavour to demonstrate that we listen to children’s and parent’s views and take them into account when planning activities, developing environments and reviewing children’s progress.
- Within the topics planned we will educate the children on a range of faiths, religions and cultures and they will grow up understanding and respecting difference instead of fearing it.

Our aims

- Promoting equality, diversity and British values will be at the heart of our work and will be demonstrated through our practices.
- We would tackle any instances of discrimination and would be alert to potential risks from radicalisation and extremism.
- To provide an exceptional range of resources and activities that reflects and values the diversity of children’s experiences.
- Staff would actively challenge cultural and racial stereotyping to help children gain an understanding of people, families and communities beyond their immediate experience.
- To give children a wide range of experiences that promotes an understanding of people, families and communities beyond their own.
- To teach children the language of feelings.

- To give children the opportunity to reflect on differences and negative behaviour.

Child Protection/ Safeguarding Children and Young People **Keeping our Children Safe**

At Christ Church Pre-School we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the pre-school's other policies and procedures as well as with relevant legislation.

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

1. Protecting children from maltreatment
2. Preventing the impairment of children's health or development
3. Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
4. Taking action to enable all children to have the best outcomes.

(Definition taken from the HM Government document 'Working together to safeguard children').

Pre-School works in partnership with Gloucestershire Safeguarding Children Partnership (GSCP) for the protection of children. We are familiar with the Gloucestershire Child Protection Procedures, as listed within these policies. We also refer to the live document 'Working Together to Safeguard and Promote the welfare of Children' and the document "Keeping Children Safe in Education" and attend to GSCP alerts as necessary.

Policy intention

Christ Church Pre-School is aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Staff working on the frontline with children and families are often the first people to identify a concern, observe changes in a child's behaviour or receive information relating to indicators of abuse. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents, and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as Children's Social Care, Family Support, Health Professionals including health visitors or the Police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

We aim to:

- Keep the child at the centre of all we do, providing sensitive interactions that develops and builds children's well-being, confidence and resilience. We will support children to develop an awareness of how to keep themselves safe, healthy and develop positive relationships.
- Ensure staff are trained right from induction to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by

child protection and are aware of the different ways in which children can be harmed, including by other children (peer on peer) through bullying or discriminatory behaviour.

- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND), isolated families and vulnerabilities in families, including the impact of toxic trio on children and Adverse Childhood Experiences (ACE's).
- Ensure that all staff feel confident and supported to act in the best interest of the child; maintaining professional curiosity around welfare of children and share information and seek the help that the child may need at the earliest opportunity.
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures.
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by Gloucestershire Safeguarding Children Partnership.
- Ensure that information is shared only with those people who only need to know in order to protect the child and act in their best interest.
- Keep the setting safe online using appropriate filters, checks and by monitoring access at all times.
- Ensure that children are never placed at risk while in the charge of pre-school staff.
- Identify changes in staff behaviour and act on these.
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the pre-school premises including reporting such allegations to Ofsted and other relevant authorities including the local authority.
- Regularly review and update this policy with staff and parents, where appropriate, and make sure it complies with any legal requirements and any local guidance or procedures.
- Provide adequate and appropriate staffing resources to meet the needs of all children.
- Give staff members, volunteers and students regular opportunities during supervisions and having an open-door policy to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as child protection plans for their own children.
- Request DBS checks at the point of job offer/or we use the DBS update service.
- Abide by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so
- We ensure volunteers, including students, do not carry out any intimate care routines and are never left to work unsupervised with children
- We abide by the requirements to report to the Disclosure and Barring Services (DBS), in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- Have procedures for recording the details of visitors to the playgroup and take security steps to ensure that that no unauthorised person has unsupervised access to the children
- Ensure all visitors/contractors are supervised whilst on the premises, especially when in the areas the children use.
- Stay vigilant to safeguard the whole pre-school environment and be aware of potential dangers on the pre-school boundaries.
- Have a Staff Behaviour Policy sitting alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to

ensure any changes are reported to management, so we are able to support the individual staff member and ensure the safety and care of the children is not compromised.

- Ensure that all staff have access to, and comply with, the whistleblowing policy which provides information on how they can share any concerns that may arise about their colleagues in an appropriate manner. We encourage a culture of openness and transparency, and all concerns are taken seriously.
- Ensure all staff are aware of the signs to look for of inappropriate staff behaviour, this may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately.
- Ensure all staff receive regular supervision meetings with 3 supervisions per academic year, where opportunities will be made available for staff to notify supervisor of any changes of circumstances in their personal life/health that may be affecting their professionalism. Discuss any issues relating to individual children, child protection training, safeguarding concerns and any needs for further support or training.
- Have peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly identified. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff are able to share any concerns they may have. Concerns are raised with the designated lead and dealt with in an appropriate and timely manner.
- Ensure the deployment of staff within the pre-school allows for constant supervision and support.

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image.
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct.
- Ensure all staff are able to identify the signs and indicators of abuse, including the softer signs of abuse, and know what action to take.
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development.
- Provide a safe and secure environment for all children.
- Promote tolerance and acceptance of different beliefs, cultures and communities.
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling.
- Always listen to children
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need.
- Share information with other agencies as appropriate.

Christ Church Pre-School also understand that safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education too, including:

- children's and learners' health and safety and well-being, including their mental health.
- meeting the needs of children who have special educational needs and/or disabilities.
- the use of reasonable force
- meeting the needs of children and learners with medical conditions

- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context

Safeguarding Management Team

Our Designated Safeguarding Lead ("DSL") who co-ordinates child, young person and vulnerable adult protection issues is: LISA DAVIS

When the setting is open, but the Designated Safeguarding Lead is not on site, our Deputy Designated Safeguarding Lead ("Deputy DSL"), VICKI WEST is available for staff or parents to discuss any safeguarding concerns.

Our Safeguarding Champion on the Pre-School Committee is MANDY WHITEFIELD

In the absence of either DSL or DDSL staff and parents are welcome to inform the settings lead role on the day of concern or contact the settings safeguarding mobile, that will be with either of the DSLs as they are off site.

If a concern is raised it is the lead roles responsibility to contact either DSLs immediately, to ensure the correct procedures are followed.

In the event that either DSLs are not available please contact the safeguarding champion.

Their role:

- Ensure that the settings safeguarding policy and procedures are reviewed and developed in line with current guidance; and develop staff understanding of the settings safeguarding policies.
- Take the lead on responding to information from the staff team relating to child protection concerns.
- Provide advice, support and guidance on an on-going basis to staff, students and volunteers.
- To identify children who may need early help or who are at risk of abuse.
- To help staff to ensure the right support is provided to families.
- To liaise with the local authority and other agencies with regard to child protection concerns
- Ensure the setting is meeting the requirements of the EYFS Safeguarding requirements.
- To ensure policies are in line with the local safeguarding procedures and details
- Disseminate updates to legislation to ensure all staff are kept up to date with safeguarding practices.
- To manage and monitor accidents, incidents and existing injuries; ensuring accurate and appropriate records are kept.
- Attend meetings with the child's key person.
- Attend case conferences and external safeguarding meetings, as requested, by external agencies.

Christ Church Pre-School take safeguarding very seriously and receive regular email updates from the Safeguarding Board and undertake safeguarding audits of our procedures on a regular basis. We believe that transparency in our practice is key to safeguarding children.

All pre-school staff and committee members receive a copy of the child protection policy upon employment, or election to the committee and are required to have a disclosure and barring service (DBS) check.

All staff members must attend 2 yearly safeguarding training or a update/refresher training, in exception for the Designated Safeguarding Lead who updates/refreshes this training within a maximum of 2 years, but who has their knowledge and skills refreshed annually. Our training ensures all our staff are able to identify signs of possible abuse and neglect, how to respond in a timely and appropriate way and how to implement the relevant procedures.

Types of abuse

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

Pre-School understands that safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults

(Please note this is not an exhaustive list)

Indicators of child abuse

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms, or any of them, to a marked degree. (Please note this is not an exhaustive list)

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include -

Emotional states:

- Fearful
- Withdrawn
- Low self-esteem.

Behaviour:

- Aggressive
- Oppositional habitual body rocking.

Interpersonal behaviours:

- Indiscriminate contact or affection seeking
- Over-friendliness to strangers including healthcare professionals
- Excessive clinginess, persistently resorting to gaining attention
- Demonstrating excessively 'good' behaviour to prevent parental or carer disapproval
- Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed
- Coercive controlling behaviour towards parents or carers
- Lack of ability to understand and recognise emotions
- Very young children showing excessive comforting behaviours when witnessing parental or carer distress.

All our staff, through training and regular updates, are able to identify the signs of possible abuse and neglect.

Recording Suspicions of Abuse and Disclosures

Any disclosure MUST be reported to the DSL or DDSL and will be referred to the local authority children's social care team immediately, following our reporting procedures.

Staff should make an objective record of any observation or disclosure, supported by the Designated Safeguarding Lead (DSL). This record should include:

- Child's name
- Child's date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child (word for word) and non-verbal communication
- Exact position and type of any injuries or marks seen. Please note, for children who arrive at playgroup with an existing injury, a form will be completed along with the parents/ carers explanation as to how the injury happened. Staff will have professional curiosity around any explanations given and any concerns around existing injury's will be reported.
- Exact observation of any incident including any concern that was reported, with date and time; and the names of any other person present at the time
- Any discussion held with the parent(s) (where deemed appropriate).

These records should be signed by the person reporting this as well as the DSL, dated, and kept in a confidential file.

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced and words are not put into the child's mouth. As soon

as possible after the disclosure details must be logged accurately. It is not pre-school's role to investigate, it is the role of statutory services to complete this.

If a child starts to talk openly to a member of staff about abuse they may be experiencing, following NSPC guidance, staff will:

- Give full attention to the child or young person
- Keep body language open and encouraging
- Be compassionate, be understanding and reassure them their feelings are important. Phrases such as 'you've shown such courage today'
- Take time and slow down: we will respect pauses and will not interrupt the child – let them go at their own pace
- Recognise and respond to their body language
- Make it clear you are interested in what the child is telling you
- Reassure the child that they have done the right thing in telling you. Make sure they know that abuse is never their fault
- Never talk to the alleged perpetrator about the child's disclosure. This could make things a lot worse for the child.

Reporting Procedures

All individuals working with children and families have a duty and responsibility to report any allegations and concerns of a child protection nature, which come to their attention and at Christ Church Pre-School all staff understand that safeguarding is everyone's responsibility.

When such a concern is raised, the following action is required:

Discuss concerns immediately with the Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DDSL) or Committee Safeguarding Representative (CSR) to decide next steps.

(Keeping children safe is our highest priority and if, for whatever reason, staff do not feel able to report concerns to the DSL, DDSL or CSR, they should call the Local Authority Children's Social Care team, the Police or the NSPCC and report their concerns anonymous).



Complete a written record of the nature of the circumstances surrounding the concern.



The appropriate professional discusses concerns with parents/carers of the child and explains what steps they will take next (if this does not put the child at further risk or affect a police investigation)

Where there are urgent concerns, professional contacts Gloucestershire MASH on **01452 426565** Monday-Friday 9am-5pm (option 3)

Professional can also contact the Children's Practitioner Advice Line on **01452 427070** to discuss their concerns with a qualified social worker and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing their concerns on a discussion in principle basis.



Unless there are urgent concerns, professional completes a Multi Agency Service Request Form, using the Gloucestershire Children's Services Portal. This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken.

The DSL will follow up with the Local Authority children's social care team if they have not contacted the setting within the timeframe. We will never assume that action has been taken.

If a MARF was not completed at the time of the initial contact, then the referral must be followed up in writing within 48 hours: Childrenshelpdesk-gcsx@gloucestershire.gcsx.gov.uk or Children & Families Help Desk, Block 4, 5th Floor, Shire Hall, Glos. GL1 2TG

If accepted the referral will lead to an Assessment being commenced to determine whether there is suspected actual harm or likely significant harm.

Pre-school expects all members of staff to co-operate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the local authority. All staff, students and volunteers are bound by confidentiality and any information will not be discussed out of work, or this will become a disciplinary matter.

Christ Church Pre-School has due regard to the data protection principles as in the Data Protection Act 2018 and General Data Protection Regulations (GDPR). These do not prohibit the collection and sharing of personal information, even without consent if this would put the child at further risk. We will follow the principles around data collection and information sharing, and ensure any information is recorded and shared in an appropriate way.

Staff are aware they must not make any comments or disclose information, either publicly or in private about the supposed or actual behaviour of a parent, child or member of staff.

Parents and Support

If there are any concerns about a child/ren with regards to safeguarding, we believe it is extremely important to maintain a good relationship with parents/carers. To do this we will:

- Exchange information regularly about all aspects of the child's life.
- Mention bumps, bruises and any other worries to the parent on the day they are observed.
- Make every effort to avoid appearing that the parent is being accused; many parents will be blaming themselves already if their child has had an accident.

If there is a specific concern about possible sexual or physical abuse, or if the concern could put the child at further risk, staff will not talk about this with the parent or carer, but contact the MASH (Multi-Agency Safeguarding Hub) team directly.

Christ Church Pre-School takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers.

Parents and families will always be treated with respect in a non-judgmental manner, even whilst any external investigations are carried out.

Christ Church Pre-School has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the management committee at the earliest opportunity.

Children's Rights and Entitlements

We promote children's right to be strong, resilient, and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions, and home background.

We promote children's right to be strong, resilient, and listened to by encouraging children to develop a sense of autonomy and independence. We promote children's right to be strong, resilient and listened to by enabling children to have the self- confidence and the vocabulary to resist inappropriate approaches.

We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults. We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

What does it mean to promote children's rights and entitlements to be 'strong, resilient and listened to'?

To be strong means to be:

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

To be resilient means to:

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

To be listened to means:

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

- **Early Help**

- ‘Early Help’ is a term that means lots of different agencies working together to provide help and support as early as possible for children, young people and their families before any issues get worse. Early Help emphasises the importance of providing assistance at all stages of a child's life. This support begins even before birth, during pregnancy, and continues throughout childhood and adolescence. All children receive Universal Services however some children and families may need extra support in order to be healthy, safe and to achieve their potential. Early help is about providing the right support as soon as problems emerge or when it is very likely that there will be problems in the future. The purpose of this is to prevent issues and problems becoming serious and harmful to the child, young person, family and community. When families need this extra support, they might need it quickly and to do this, a coordinated multi-disciplinary approach is usually best.
- In Gloucestershire, we follow the Graduated Pathway, Early Help and Support for Children, Young People and Families.

Level 1 – Universal My Profile	Level 2 – Additional My Plan	Level 3 – Intensive My Assessment and My Plan +
<p>A need is identified which can be met by a single agency.</p> <p>If an agency can meet the needs of a child/ family, you can follow your own agency's procedures for support, delivery and review.</p> <p>If a child/ families needs can be met through a single agency which is not your own, Early Help can consult with the another agency and where appropriate make a referral with consent of the family.</p>	<p>The child's / family's needs can be met through your agency working jointly with another agency.</p> <p>Gain consent of the family to hold a Team Around the Family (TAF) Meeting and formulate a My Plan for delivery and review.</p>	<p>The child's/ family's needs are more complex and require an assessment to understand the range, depth or significance of the needs which may require a more intensive response.</p> <p>The practitioner with concerns gains consent of the family and organises a TAF Meeting to gather information for the My Assessment & My Plan +.</p> <p>A Lead Practitioner is identified to co-ordinate the multi-agency support identified in the My Plan+</p>

- At Christ Church Pre-School we will work together in partnership with parents/carers to identify any early help services that would be beneficial to the child, or the individual circumstances. Services or support may include family support, foodbank support, counselling or parenting services.
- If you feel you or your family could do with Early Help please see our SENDCo Lisa Davis located Messy Monkey and Lisa is also our Designated Safeguarding Lead (DSL) if you would like more information on this.

Escalation Policy

This policy has been taken from, and is in line with, Gloucestershire Safeguarding Children Partnership (GSCP) and can be found on the GSCP website.

Occasionally situations arise when workers within one agency feel that the decision made by a worker from another agency on a child protection or child in need case is not a safe decision. Disagreements could arise in a number of areas, but are most likely to arise around:

- Levels of need
- Roles and responsibilities
- The need for action
- Communication

The safety of individual children is the paramount consideration in any professional disagreement and any unresolved issues should be addressed with due consideration to the risks that might exist for the child.

All workers should feel able to challenge decision-making and to see this as their right and responsibility in order to promote the best multi-agency safeguarding practice. This policy provides workers with the means to raise concerns they have about decisions made by other professionals or agencies by:

- a) avoiding professional disputes that put children at risk or obscure the focus on the child
- b) resolving the difficulties within and between agencies quickly and openly
- c) identifying problem areas in working together where there is a lack of clarity and to promote the resolution via amendment to protocols and procedures.

Effective working together depends on an open approach and honest relationships between agencies. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Resolution should be sought within the shortest timescale possible to ensure the child is protected. Disagreements should be resolved at the lowest possible stage. However if a child is thought to be at risk of immediate harm, discretion should be used as to which stage is initiated.

Stages of the Policy

Stage One: Discuss with the other worker

People who disagree should work with an open and honest approach to resolve the problem. This discussion must take place as soon as possible and is best face to face or if that is not practical - by telephone. The discussion should outline the reasons why the practice is unsafe for children, specifically what they would like to change for the children and how it is having an impact on the children. A Practitioner should discuss the concern with their supervisor/manager.

Unless agreed otherwise between both agencies resolution at stage 1 should be sought within 5 working days or a timescale that protects the child from harm (whichever is less).

Stage Two: Escalate to Line Manager.

If the problem is not resolved the worker should contact their manager/supervisor/ named professional in their own agency who should have a discussion with their equivalent supervisor/manager in the other agency. The discussion between managers/supervisors/named professionals should include the reasons why the practice is unsafe for children, specifically what they would like to change for the child and how it is having an impact on the children. The line managers involved could consider whether it would be helpful to convene a professionals meeting to obtain the views of other agencies as relevant. Any professionals meeting will need to adhere to the information sharing

guidance set out in the Gloucestershire Safeguarding Procedures. If the subject child is on a Child Protection Plan or Child Looked After the Independent Reviewing Officer must be notified. This should be pursued with the supervisor/manager/named professional until they are satisfied the problem has been resolved or they understand the reasons why an alternative decision has been reached. A practitioner should discuss this with their supervisor/manager/named professional. Unless agreed otherwise between both agencies resolution at stage 2 should be sought within 5 working days or a timescale that protects the child from harm (whichever is less).

Stage Three: Escalate to Senior Managers

If the problem is not resolved at stage 2, the supervisor/manager/named professional reports to their respective manager or named/designated safeguarding representative. These two managers must attempt to resolve their professional differences through discussion. It is advised that this, where possible, is undertaken via face to face or at least telephone conversation and not over email. Again, at this stage, a professionals meeting could be held engaging other agencies considered if deemed appropriate by the involved managers. If there remain disagreements, the expectation is that escalation continues through all the appropriate tiers of management in each organisation until the matter is resolved. This should be escalated up to all tiers of management before it is escalated to the Gloucestershire Safeguarding Children Partnership (GSCP) .

At this stage the Escalation Monitoring Form detailing the escalation and actions taken to date to resolve it should be copied to the GSCP Safeguarding Support Unit gsce@gloucestershire.gov.uk who will record the escalation for monitoring purposes only.

The 2 senior managers should agree a clear plan of action, which includes timescales in the best interests of the child. Unless agreed otherwise between both agencies resolution at stage 3 should be sought within 5 working days or a timescale that protects the child from harm (whichever is less).

Stage Four: Resolution by GSCP

If professional disagreements remain unresolved, and the professional differences within the agencies concerned, the matter should be referred by the concerned agency to the GSCP, who may seek to resolve the issue direct with the relevant senior managers, or convene a Resolution Panel. The agency raising the dispute must e-mail the details through to gsce@gloucestershire.gov.uk. The Resolution Panel must consist of senior officers from the three agencies who are members of the full GSCP. The senior officers must include the agencies concerned in the professional differences. The Panel will receive representations from those involved in the dispute and will collectively resolve the professional differences concerned. The timescale for resolution is within 10 working days or a timescale that protects the child from harm (whichever is less).

At all stages of the process, actions and decisions must be recorded in writing and shared with relevant personnel and are to include the worker who raised the initial concern. In particular this must include written confirmation between the parties about an agreed outcome of the disagreement and how any outstanding issues will be pursued. It may be useful for individuals to debrief following some disputes in order to promote continuing good working relationships. It is the responsibility of each setting/agency/organisation to record the number of escalations that take place from Stage 1 onwards. These should be reported to the named/designated safeguarding lead within your organisation.

Children's Safe use of ICT

At Pre-School we understand that we live in a rapidly changing technological world where technologies are constantly extending and expanding. We believe children need to be introduced to ICT from an early age in order for them to develop the appropriate skills they will need to fully access the early years' curriculum and beyond.

At Christ Church Pre-School the children have access to two tablets, specifically for their use, which have suitable, age appropriate games on.

We aim to promote the use of ICT to enable all children to:

- Develop practical skills needed to access ICT
- Enjoy ICT and use it with confidence
- Understand that equipment needs to be handled with care and respect

Although the children have access to the tablets, they do not have direct access to the internet. But we are aware that the large majority of families who attend our setting do, and they do allow their children to use the internet, sometimes unsupervised. To build awareness of the risk of the internet we advise parents to:

- Be aware of internet safety
- Ensure children are accessing age appropriate sites, ensuring parental controls/restrictions are in place to help protect them from risk
- Monitor the child's usage

We are also aware that there are various health and safety issues when using ICT equipment with young children too, and we will adhere to the following:

- The tablets need to be set at the right height so that the child can sit comfortably without putting strain on their back, neck or arms.
- Children will spend no longer than 10 minutes on the tablet at any one time: the use of a timer will enable children to self-monitor their times and to take turns

Intimate Care

Intimate care is defined as care tasks of an intimate nature, associated with bodily functions, body products & personal hygiene.

This policy is designed to act as a guideline for anyone with responsibility for the intimate care of the children. It outlines the guidelines for best practice.

Only Christ Church Pre-School staff with a full and current DBS check are able to carry out this area of care.

Children who are not yet toilet trained will not be excluded from any activity in pre-school.

Intimate care is discussed with all employees during their induction. Staff receive regular supervision & appraisals, which are used to identify any areas for development or further training.

All staff receive safeguarding training. Which is updated every 2 years, The Designated Safeguarding leads also attend Safeguarding level 3 every 2 years.

Staff are provided with disposable protective gloves for nappy changes this is down to the staff member preference for use of gloves during a wet change. Disposable protective gloves are also provided in setting for administering first aid or cleaning a child who has soiled themselves, it is a requirement for the staff that gloves are worn during these events.

Christchurch Pre-School will supply disposable protective aprons to be used during intimate care, this is used at the staff members preference.

All stations (nappy mats) are to be cleaned after every use with a disposable cloth & antibacterial spray or antibacterial wipes, staff are to ensure they keep a high standard of cleanliness to prevent spread of illness or infection being passed on.

Every child is to be treated with dignity & respect. Privacy is ensured appropriate to the child's age and situation. We have separate toilets for the children to use with doors.

Nappies are changed in the Pre-school bathroom on a designated nappy changing unit or nappy changing mat. This is enclosed enough to give the child privacy yet is not out of sight of other staff.

The child should be involved as much as possible in his or her intimate care. Allowing the child to be as independent as possible. This can be for tasks such as removing clothing or washing private parts of a child's body. Support the children in doing everything that they can for themselves.

If a child is fully dependant on us, then we always talk to him/her about what you we are doing and giving choices where possible.

An adult who is not familiar to them will never support a child in intimate care.

We are always responsive to a child's reactions.

We try and encourage the child to have a positive body image of his/her own body. Confident, assertive children who feel their body belongs to them are less vulnerable to abuse.

We make sure the practice of intimate care is as consistent as possible.

The parent is always consulted about the intimate care that is given to their child. i.e. water only.

Children are encouraged to wash their hands after messy play, after using the toilet, before eating.

We understand it's a legal obligation to meet the needs of children with any delays in any area of their development. We work in partnership with parents on an individual basis to make reasonable adjustments to meet the needs of each child.

We seek to find out religious & cultural views around intimate care.

If any concerns are made during the intimate care of a child the person must report it, as soon as possible, to the Play Leader. Examples of this are:

- You accidentally hurt a child
- The child seems sore or unusually tender in the genital area
- The child misunderstands or misinterprets something
- The child has a very strong emotional reaction without apparent cause (sudden shouting or crying)

All staff must ensure that they protect themselves by following these guidelines:

- Always tell another member of staff when you are doing a change or accompanying a child to the toilet.
- Always ensure that a child's privacy is protected.
- Always ensure that you are visible to other members of staff.
- In some instances, it may be appropriate for 2 members of staff to change a child for example if a child gets very distressed when being changed.
- Always wear protective gloves and dispose of the nappies appropriately.
- Always wash hands thoroughly after supporting a child with intimate care.
- Follow the nappy changing risk assessment. If you have any additions or comments, then let a member of the management team know.

Physical contact.

At Christ Church Pre-School we care for very young children and there will be times when staff are required to have close physical contact with a child. We understand that children can react differently to physical contact, and we respect this. It should always be the child who instigates any sort of physical contact such as cuddles. If a child is very upset, then the adult must ask the child if they want a cuddle. Children should not be kissed by the playgroup staff under any circumstances.

All Staff have received training in safeguarding & child protection.

If a child makes an allegation against a member of staff, all necessary procedures will be followed (see Allegations Management Policy) and also www.gscb.org.uk/handbook

Looked after Children

Christ Church Pre-School is committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

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

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- 'Stay and play' provision will be offered for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends the nursery is taken into care and is cared for by a local foster carer the placement will continue to be offered for the child.

These procedures are written in line with current guidance Early Years Foundation Stage – (EYFS). The Play Leader is responsible for ensuring all staff understand and follow these procedures.

Procedures

- The designated person for looked after children is the designated safeguarding lead.
- Every child is allocated a key person. This is no different for a looked after child. The safeguarding lead ensures they have the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- The Play Leader recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents or foster carer's role in relation to the Play Leader without prior discussion and agreement with the child's social worker.
- Observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- Transition to school will be handled sensitively and the designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation.

Children's Sleep Policy

Policy Statement

Sleeping children must be frequently checked to ensure that they are safe. Being safe includes ensuring that cots/bedding are in good condition and suited to the age of the child, and that infants are placed down to sleep safely in line with latest government safety guidance' Statutory Requirements EYFS 2025.

All parent or carers will be given an 'All About Me' within their child's enrolment forms for the keyperson to discuss with parents on the child's first settling visit at Christchurch Pre-School. Part of the introduction to Pre-School is to gain knowledge of your child's individual routine and if they require sleep or rest time periods. Staff will discuss the individual needs and requirements of each child to ensure their routine where possible mirrors that of home-life. We do not have a sleep room within Pre-School, All playrooms have a 'cosy corner' area for children to have periods of rest when they require. Most children by the age of the Pre-school (3-5yrs) tend not to have an afternoon sleep, however if your child requires a sleep/rest then staff will discuss with the parent/carer the child's sleep/rest routine and how this falls within the Pre-School day and if the setting is able to meet this requirement safely, ensuring supervision of all other children is still maintained.

Christchurch Pre-School staff strive to provide as many learning opportunities as possible, therefore staff will discuss with the parent/carer the balance between rest and play time whilst attending a session.

SAFE SLEEPING GUIDANCE

Christchurch Pre-School has a 'Sleep Chart' document for young children, all children are monitored/checked every 5 minutes during their sleep time. This is signed by the member of staff at each interval.

A member of staff will be present at all times with children when they are sleeping/resting. Children that have medical conditions, certain emotional needs or sleep training programmes, we request the parent/Carer to discuss this with the Key Person and Manager. All children's mouths are checked before going to sleep, playrooms are well ventilated, with room's temperatures of 16-22c (recommended guidelines); however, this may be higher during the summer months and if required fans may be used. There are thermometers in playrooms to ensure temperatures are monitored and this information will be used to record temperatures.

Children sleep on mats discussed with the parent/carer or guardian Christchurch Pre-School discourage children regularly sleeping in pushchairs, where discussed with parents/carers they may be used to meet the child's needs. Pre-School will not put a child to sleep in a car seat.

All children are placed to sleep on their back with their feet towards the bottom of the mat, unless specifically request by parent/carer or guardian of a different position documented on commencement of Pre-School.

Light bedcovers may be used if appropriate and are to be firmly tucked in and no higher than the child's shoulders, by doing this we will be preventing them wriggling under the cover.

Children are not placed by a radiator or window during their sleep/rest time.

Staff will check sleeping children to ensure they are sleeping in a safe position and the child's breathing will be checked by placing a gentle hand on the child's chest or putting the back of their hand near the child's mouth to feel for breath, Staff will ensure children are not hot or cold.

SAFE SLEEPING CHECKS:

Whilst sleeping staff will check the sleeping children to ensure they are sleeping in a safe position and not tangled in a sheet/blanket.

Children's breathing will be checked by placing a gentle hand on the child's chest, putting the back of their hand near the child's mouth to feel for breath and/or watch to see the child's chest is rising up and down. Staff will ensure they are not hot or cold

The child's sleeping routine is discussed with the parent/carers and recorded within a sleep chart with details such as length of sleep, position of sleep. comforters, muslins, dummies,

soft toy where required should be provided from home and these will be stored with your child's personal belongings. If a child has a dummy and this should fall from their mouth during their sleep the member of staff will not put it back into the mouth unless the child wakes.

SETTLING SLEEPERS

Children are supported and encouraged to settle themselves, when a child settles themselves' than a member of staff will sit close to the child within their sight, unless parent/carer requests different this is to be discussed with Keyperson and manager about staff sitting with a child and pat/stroke their stomach or back or stroke side of face as requested by parent/carer. Where appropriate soothing music may be played Staff attend annual safeguarding training and appropriate methods are regularly reviewed. Pre-School will not allow a child to consume milk from a bottle in a cot or mat bed as a comfort for settling to sleep.

REST TIME

This allows children to have a rest time or engage in activities which require less physical input after lunch time, staff will provide circle time groups, literacy activities such as story time, story CDs, and puppet/role play time. Small group time games like, memory games. Children are encouraged to visit the cosy corners to have rest time.

Sleep Chart

Day:

Date:

9am	10am	11am	12pm	1pm	2pm
9:05	10:05	11:05	12:05	1:05	2:05
9:10	10:10	11:10	12:10	1:10	2:10
9:15	10:15	11:15	12:15	1:15	2:15
9:20	10:20	11:20	12:20	1:20	2:20
9:25	10:25	11:25	12:25	1:25	2:25
9:30	10:30	11:30	12:30	1:30	2:30
9:35	10:35	11:35	12:35	1:35	2:35
9:40	10:40	11:40	12:40	1:40	2:40
9:45	10:45	11:45	12:45	1:45	2:45
9:50	10:50	11:50	12:50	1:50	2:50
9:55	10:55	11:55	12:55	1:55	2:55

Name	Went to Sleep	Time woken	What Support Needed?	Staff Settled
<i>Example Child</i>	<i>12:37pm</i>	<i>1:14pm Woke up by self</i>	<i>Mat with blanket, staff sat next too</i>	<i>Sally</i>

Lone Worker

It is acknowledged that all employees have a responsibility for ensuring the safety and well-being of their work colleagues, children, parents and visitors.

This policy takes into consideration the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999.

All staff members will be provided with the HSE publication Working Alone in Safety: Controlling the Risks of Solitary Work if lone working is applicable.

Definition of a Lone Worker

The definition of lone worker – “*are those who work by themselves without close or direct supervision*” HSE 1998.

As such staff will include, for example:

- a) Only one person working on a premises.
- b) Staff working separately from others or outside normal working hours

Ideally at least two people will be on the premises at all times, and one of these must be a senior member of staff. At Pre-School we try our best to avoid our staff being 'lone workers' but we do recognise such circumstances where it is unavoidable that a member of staff should be required to work alone or in an isolated working environment, an example of this is when an 'early' member of staff is unwell so a lone worker must set up.

We recognise that as an employer, we have a duty of care towards our staff and that reasonable steps should be taken to ensure their health, well-being and personal safety at all times. Therefore, we have a communication procedure in place.

Procedures of Communication for a Lone Worker

All lone workers must be in possession of a mobile phone while on the premises for use in an emergency. When a staff member must work alone, he/she must notify the Play Leader or other designated person of, if applicable, when they will be on the premises and when they will be departing. The lone worker must contact the Play Leader when they are departing the premises. If the lone worker fails to contact the Play Leader within 30 minutes after that time, the Play Leader will attempt to contact the lone worker. Should the lone worker not be able to be contacted, the Play Leader or other designated person will go to the premises to ensure that the lone worker has not been injured. In the instance of a lone worker attending home visits, an agreed communication will ensure that another member of staff has details of times and places and that a phone call will take place immediately after the visit to ensure staff safety at all times.

*THERE WILL NEVER BE A LONE WORKER WHILST A
CHILD IS ON THE PREMISES.*

After Hours

In the rare occasion that a child (or children) are still present after closure time, an example of this could be late pick up or Social Care involvement, we will endeavour to have 2 members of staff present. In the event that only one staff member can stay we will contact the committee chair or another committee member to see if they can

be present at the setting until the child(ren) are picked up. In the case of all attempts of getting a 2nd person have been exhausted, then the staff member who is alone with the child(ren) will sit in the foyer so they can be overseen by the CCTV camera. The staff member should have the phone with them at all times. In extreme circumstances, if it is determined by a member of the management team that the child would not be safe in the foyer and there are no other alternatives, management will need to decide if the staff member should remain in the Lansdown Room with the child.

Lost Child Policy

At Pre-School

All children are accounted for during the day and their arrival and departure time is marked in the register and staff make regular heads counts.

If a child is missing:

- Staff alert the play leader (or deputy play leader) who calmly checks both inside and outside the building. If there is no sign of the child the police are contacted immediately and parents are also informed of the situation.
- Staff would then wait for the police to arrive and follow their instructions.
- The play leader would continue the search whilst awaiting for the police. All other children will remain appropriately supervised.
- Ofsted would be contacted and a written report sent by the Play Leader informing them of the incident.

On Outings

When taking the children on outings:

- A risk assessment is carried out prior to the outing and regular head counts are made throughout the time.
- Children are allocated to certain members of staff with higher than normal ratios, to ensure the children are safe at all times. Christchurch Pre-School will take into account and consider these factors when planning an outing.
 - The children's ability
 - Volunteers in place to support ratio
 - The planned route of outing and the environment we will be experiencing, such as crossing roads, built up areas and traffic.

If a child went missing:

The person in charge would be immediately informed.

A member of staff would make an immediate search of the surrounding area, ensuring that the other children were sufficiently supervised and safe.

If the child cannot be found after the appropriate search time (up to 15 minutes – shorter if in a busy area) then the Police and parents would be informed.

The search would continue with the member of staff keeping in touch by mobile phone.

Once the Police arrived, their instructions would be followed.

The Play leader would inform Ofsted.

Procedures for Non Attendance

This sets out the procedures to be followed in the event that a child is absent from Pre-School.

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 10am we will call you to establish why your child is absent.
- If no response is sought with a phone call other forms of contact will be attempted via emergency contact information we have, followed by email and text if required.
- We will confirm with you when your child is next in attendance at Pre-School as to why your child was off if contact on the day was unsuccessful.
- If we are concerned about the welfare of a child we reserve the right to contact social services at any time.
- Fees remain payable during periods of absence, unless alternative arrangements have been agreed.
- We must notify Gloucestershire County Council where children in receipt of Early Years Free Entitlement are absent for more than 2 weeks in a term
- Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the local authority children's social care team to ensure the child remains safe and well.
- When a child is absent from Pre-School for 1 week, we will make contact with parents via email. After 2 weeks of absence we will email a 2nd time. After 3 weeks of absence, and no response from the parents, we will write a letter to parents to explain termination of space at the Pre-School.

Operation Encompass

As part of Christ Church Pre-School commitment to keeping children safe we have signed up to implement the principles and aims of the Gloucestershire Encompass Model. Operation Encompass is an innovative project in which educational settings (schools and nurseries) in Gloucestershire participate, and which is run in partnership with Gloucestershire County Council, Gloucestershire Safeguarding Children Partnership and Gloucestershire Police.

Operation Encompass commenced in Gloucestershire on 4th March 2019 and its purpose is to support children and young people who are affected by domestic abuse. Witnessing or experiencing domestic abuse is really distressing for a child or young person, who often see the abuse, hear it from another room, see a parent's injuries or distress afterwards, or can be physically hurt by trying to stop the abuse.

As a result, following any domestic abuse incident being reported to the police, the Police will make contact with one of the Education Researchers within the Gloucestershire MASH, who will then on behalf of the police communicate relevant, necessary and proportionate information to our nominated staff member, who, at Christ Church Pre-School is the DSL, LISA DAVIS & VICKI WEST. This will ensure that we are made aware at the earliest possible opportunity and can subsequently provide support to children in a way that means they feel safe and listened to.

Our DSL has been fully trained in liaising with police and Children's Social Care when required and will ensure that the necessary support is made available to the child or young person following the notification of a domestic abuse incident.

In signing up to Gloucestershire Encompass we:

- Endorse the Gloucestershire Encompass Model
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

Digital Devices

Photography, Mobile Phone and Recording Policy

This policy refers to all digital devices that are or seen to be able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more digital devices are technically, capable of connecting us to the outside world. We will adapt the policy to include all digital devices we deem necessary to safeguard children.

Mobile phones and other devices that accept calls, messages and video calling

At Christ Church Pre-School we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children attending pre-school receive good quality care and education.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones while working with the children. Personal mobiles must be put away in the phone box and any personal video, recording and photographic media must be stored away too, this is then located in the main office OR locked away in the Malvern room. The play leader or deputy play leader will always have the pre-school landline phone or mobile on them. Though it should be noted that this phone cannot take photographs. Any staff member, volunteer or student found to be using mobile phones or recording devices while in the room with the children will have the device confiscated and disciplinary procedures will be carried out.

Staff are permitted to wear smart watches as long as they have no photograph or video application, but they must be put on silence during working hours.

Staff must adhere to the following:

- Mobile phones are either turned off or on silent and not accessed during working hours.
- Fitbits and Smartwatches have notifications switched off during working hours.
- Mobile phones/smartwatches/Fitbits can only be used on a designated break and must be away from the children
- The use of pre-school devices, such as the laptop, must only be used for pre-school purposes
- Any apps downloaded onto pre-school's devices must be done only with the consent of the Play Leader or Deputy Play Leader. This will ensure only age and content appropriate apps are accessible to staff, or children using them.
- Photographs must not be taken of the children on any personal phones or any other personal information storage device. Only pre-school owned devices will be used to take photographs.
- Pre-School devices will not be taken home with staff and will remain secure at the setting when not in use. If a device is needed to be taken home due to unforeseen circumstances, then the person taking this device home must ensure it is securely stored and not accessed by another other individual. It must be returned to pre-school as soon as practically possible.

Parents' and visitors' use of mobile phones and smartwatches

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone we do ask parents and visitors to refrain from using their mobile

telephones whilst inside the pre-school rooms, or when collecting or dropping off their child/ren.

If they are found to be using their phone inside the nursery premises, they will be asked to finish the call or take the call outside.

We do this to ensure all children are safeguarded.

Parents are requested not to allow their child to wear or bring in devices that may take photographs or record videos or voices. This includes smart watches with these capabilities, such as Vtech. This ensures all children are safeguarded and also protects their property as it may get damaged or misplaced at the nursery.

Photographs and Videos

Christ Church Pre-School believes that children's activities and progress should be recorded using photographs, but that these photos should be used responsibly.

For every child starting pre-school, parents will be asked to sign the permission form, giving permission for the Pre-school to take photographs of their child for use within the Pre-school. When these photos are taken, they:

- Will only be taken on the Pre-Schools camera.
- Will be printed only on the Pre-Schools printer unless the play leader and parents give permission for them to be printed at a photo shop.
- Will only be used within the pre-school for displays and children's key worker files.
- Photographs and videos will never be taken in areas where intimate care routines are carried out.
- If photos are required for publicity material separate permission for each photograph will be requested from parents.
- Photographs stored on the Pre-School computer will be deleted once used.
- Pre-School will not give digital copies of photographs to parents or third parties.

A professional photographer will be invited to Pre-School once a year to take individual photos of the children, with permission from parents/carers. These photos are for the parents/carers if they wish to buy them. Copies will not be retained by the playgroup.

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

Staff are not permitted to take any photographs or recordings of a child on their own information storage devices e.g. cameras, mobiles, tablets or smartwatches and may only use those provided by the pre-School. The Play Leader will monitor all photographs to ensure that the parents' wishes are met and children are safeguarded.

Parents, and children, are not permitted to use any recording device or camera (including those on mobile phones or smartwatches) on the pre-school premises without the prior consent of the Play Leader.

At Christ Church Pre-School we do have access to a camera in the rooms to take photos of the children. We ensure that these devices are used for this purpose only.

Also relevant here is our **acceptable use of social networking sites**: we recognise that parents and staff have a right to post photographs or information about themselves or their families on social networking sites. But we remind parents at events such as our nativity, parties and other events held, that photographs they take will also contain images of other children and staff and that photographs or videos they take are for their own personal use

and **not to be** posted on any social networking or file sharing sites, thereby protecting the privacy of all involved.

Prevent Duty

Prevent is part of the Government's counter-terrorism strategy (CONTEST) that aims to stop people from being exposed and radicalised into all forms of extremist ideologies, which could involve an intent to harm others. Prevent helps people at all ages and it is another form of safeguarding which brings agencies and members of the community together to offer support to a person who is at risk of radicalisation. Prevent does not aim to criminalise people for holding extreme views; instead, it seeks to stop individuals from encouraging or even committing violent activity.

Here at Christ Church Pre-School, we take safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will endeavour to:

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

Procedure

In the event of concern, the following procedure will be necessary:

1. Raise your concerns with one of the Safeguarding team; Lisa Davis, Vicki West or Mandy Whitefield. .
2. Contact the Police Prevent team as soon as possible if radicalisation is recognised.

3. Be aware of the other safeguarding concerns around the radicalisation and contact Gloucestershire County Council's safeguarding services as soon as possible.

Alternatively if you suspect terrorism or violent extremism is being promoted or a related activity is taking place then these concerns should be reported to the local Police by calling 101 or in an emergency call 999.

Support, Training & Advice Gloucestershire PREVENT Partnership Board Coordinator
Tel: 01452 888766 Email: jayne.putland@glosfire.gov.uk
Anti-terrorist hotline: 0800 789 321 Crimestoppers: 0800 555 111

Late collection & Uncollected Child Policy

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

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

Procedure:

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

- The child's file is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parent to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form unless Parents have given us verbal 'emergency' consent to do so.
- If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the child protection procedures (MASH **01452 426565** option 3).
- The child stays at the setting in the care of two fully vetted workers until the child is safely collected either by the parents or by a social care worker.
- Under no circumstances do staff go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- We reserve the right to charge parents for the additional hours worked by our staff. Please see our Payment policy for more information.
- Ofsted may be informed.

On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.

On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.

Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.

We inform parents that we apply our child protection procedures in the event that their children are not collected by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.

Safer Recruitment

At Christ Church Pre-School the safety and well-being of all children, families and staff are of prime importance to us. When recruiting for staff, whether it be for a paid or voluntary position, we will endeavour to recruit safely and responsibly, following the NSPCC guidelines on safer recruitment.

When advertising for staff we will indicate that thorough checks will take place in accordance to our Safeguarding Policy and our Equal Opportunities Policy. All candidates will be required to submit a CV plus an application form. Each candidate will be given an application.

Each candidate that is short listed, will be given a self-disclosure form to be completed prior to interview and will be interviewed by two people, usually the Play Leader and a member of the committee. Each candidate will also be given time in session to give them an insight into the job and for the Play Leader and Deputy to see how they interact with the children.

During interview, detailed enquiries will be made regarding any gaps in their employment.

A minimum of 2 references will be sought and checked before any final job offer is given as well as an enhanced DBS check.

New members of staff will not be allowed unsupervised access or be able to provide intimate care (nappy changing or supervising toileting), take photographs or have access to children's files until their DBS is completed and clear.

On the first day of employment, the successful candidate will be given a full induction and will be given time to read the policies and procedures. They will also be talked through our Safeguarding Policy.

Each new member of staff will be given a mentor to help them settle into their new role and will help them with any questions they may have.

The successful candidate will be expected to complete a 3 month probationary period successfully.

As well as having an enhanced DBS check all members of staff are expected to sign up to the update service. At every supervision (termly) and annual appraisal, each member of staff will be asked if they have anything to declare that would change the status of their DBS check.

Volunteers will be expected to complete an application pack, an enhanced DBS check and will be required to provide references which will be checked. Volunteers will also be given an induction on their first day and will be given an opportunity to read our policies and procedures.

Recruitment of Ex-offenders

Exemption form the Rehabilitation of Offenders Act 1974

Ex-Offenders have to disclose information about spent, as well as unspent convictions if the job for which they are applying is exempted from the Rehabilitation of Offenders Act 1974.

All jobs at the setting are exempt from the Rehabilitation of Offenders Act as the work brings employees into contact with children who are regarded by the Act as a vulnerable group. Applicants for child related jobs must, therefore, disclose all spent and unspent convictions.

All applicants who are offered employment in the setting will be subject to a criminal record check from the Disclosure and Barring Service before an appointment is confirmed. This will include details of cautions, reprimands and warnings as well as spent and unspent convictions. An enhanced DBS check may also contain non-conviction information from local police records which a chief police officer thinks may be relevant.

Having a criminal record will not necessarily bar someone from working in a setting. Criminal records will be taken into account for recruitment purposes only when the conviction is relevant.

Any DBS that contains information (caution, reprimand, conviction, soft information) will be referred to Gloucestershire Safeguarding Children Partnership (GSCP) for consideration/further guidance.

We as a setting undertake not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

When reaching a recruitment decision, the interview panel/employment committee will take the following factors into account:

- Whether the conviction or other matter revealed is relevant to the position in question
- The seriousness of any offence or other matter revealed
- The length of time since the offence or other matter occurred
- Whether the applicant has a pattern of offending behaviour or other relevant matters
- Whether the applicants circumstances have changed since the offending behaviour or the other relevant matters

There are, however, particular offences that would automatically prevent an offer of employment being confirmed. These include:

- Rape
- Incest
- Unlawful sexual intercourse
- Indecent assault
- Gross indecency
- Taking or distributing indecent photographs

Other offences which make it unlikely (although not automatic) for an offer of employment to be confirmed include the following:

- Violent behaviour towards children or young people
- A sexual offence against someone over the age of 16
- Any offence involving serious violence
- Drug trafficking and other drug related offences
- Stealing property or monies
- Deception in relation to employment at an early years setting, for example false claims about qualifications, or failure to disclose past convictions
- Any conviction which results in a sentence of more than 12 months imprisonment
- Repeated misconduct or multiple convictions unless of a very minor nature

If appropriate, applicant will be invited to discuss disclosure information before a final recruitment decision is made.

It may be necessary at times to update the records of existing employees. Existing employees who are found to have criminal records will not be dismissed as a matter of course. Each case will be considered on its merits, and an assessment of risk and relevance will be involved.

Other points to note:

- Christ Church Pre-School is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- Christ Church Pre-School has a written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process
- Christ Church Pre-School actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records
- Christ Church Pre-School select all candidates for interview based on their skills, qualifications, and experience
- Christ Church Pre-School also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974
- At interview, or on a separate discussion, Christ Church Pre-School ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment
- Christ Church Pre-School makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request

- Christ Church Pre-School undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.

Reference Policy

Aim of Policy

The aim of this policy is to ensure that all individuals working with children in early years settings are suitable and safe. This policy outlines the procedures for obtaining and evaluating references for individuals working within our setting. It ensures that all staff, volunteers and other relevant individuals are suitable for working with children by verifying their suitability through references and other checks. This policy coincides with our Safer Recruitment Policy.

Reference Requirements

We will obtain 2 written references from previous employers before any candidate starts employment with us. We understand that some employers will only give basic information but all references will need to follow these principles:

- We as a setting will ask for the reference, not the candidate
- The reference should not be a standard reference addressed to "To Whom It May Concern"
- The reference should be from the highest person able to write a reference within the company
- One reference should be from their most recent employer. If the most recent employer is not a child care or similar establishment, a reference should be sought from the candidates most recent child care employment
- If the candidate has not worked before and is able to get a reference from a school/college, this would be acceptable
- In the event that a candidate has not worked before and is unable to get a reference from school/college, a character reference (x2) would be acceptable
- References will not be accepted from a family member (employment or character)
- Christ Church Pre-School reserve the right to contact candidates previous employers who may not be down on the list for references
- References should contain as a minimum, duration of employment and if there was any safeguarding concerns/allegations
- References should indicate why the candidate left the employment
- Information in references will be cross checked with information on the application form and any discrepancies will be checked with the candidate and/or referee

Dealing with Concerns

If we have any concerns with a reference received for a candidate, for example reference is vague, negative or unclear, we will contact the referee for clarification and then speak to the candidate. Further measures may be taken, for example seek professional advice and/or conduct a risk assessment.

Record Keeping

We will keep records of when and how references have been sought.

Requesting References

We will email referees with our Reference Request form and ask for the form to be completed or for a letter of reference if preferred.

Confidentiality

All references will be kept in the employees file and will be shared with the candidate if a concern or question arises. The references will only be shared with the candidate.

Reference Request From Christ Church Pre-School

When another employer asks us for a reference, we will write a letter of reference or complete a form they may send us. References will be completed by the Play Leader or the Chair of the Committee only. References will be given in a timely manner. References will indicate as a minimum duration of employment and any safeguarding concerns/allegations.

Safe Care and Policy Statement

Pre-School is a safeguarding community and is a partnership between children and their families/carers, volunteers and paid staff. We plan to provide an environment that ensures children are safe from potential abuse and harm, including bullying.

Ensuring that all children feel safe, secure, and valued is of prime importance to us at Christ Church Pre-School.

We believe that all of the children should feel empowered and respected in their place of learning and we aim to encourage them to take pride in acquiring new skills and becoming independent. As practitioners, we will show the children affection and will respond to their emotional needs in an appropriate fashion. Children will never be expected to show affection if they don't want to and their affection will never be rejected but received in an appropriate manner.

The child's welfare is paramount as we work together to give children the very best start in life. In all aspects of our provision our duty of care is to the children. When we have a concern, all actions need to be determined with the child's best interests in mind, respecting their rights and reinforcing the adults' responsibilities to them. We adhere to the national policy of multi-agency collaboration and if necessary, will seek advice or clarification with our colleagues in Health, Safeguarding, Education or specialist areas to meet the needs of each individual child and their families. Parents will be notified of any such discussions unless the child is at risk of immediate harm in doing so.

Staff Behaviour Policy

At Christ Church Pre-School we are committed to safeguarding and promoting the welfare of children and young people and expect all staff, contractors and volunteers to share this commitment.

This policy applies to you if you are an employee of Christ Church Pre-School, whether employed on a permanent, temporary or voluntary basis. All employees must follow this policy; deliberate breaches of the policy may be treated as a disciplinary offence. As with all pre-school policies and procedures, we ask that staff use their common sense and act reasonably within the conditions provided in this document. All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach.

The purpose of this code of conduct for Christ Church staff, students and volunteers is;

- To identify boundaries and responsibilities.
- To agree communication and accountability.
- To explain what is expected of you as an employee.
- To ensure staff demonstrate high standards of conduct in order to encourage our children to do the same.
- To ensure that staff avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- To help staff understand what behaviour is and is not acceptable.

This Policy/Code of Conduct should also be read in conjunction with;

- Your job description.
- Your contract of employment
- All setting policies and procedures.

Staff are expected to adhere to the following general behaviour code:

Staff are expected to behave in a polite and courteous manner towards children and their families, as well as colleagues and other professionals who use the pre-school.

- Staff will maintain a professional approach at all times.
- Staff will not smoke on the premises (visitors and families will also be informed that we have a 'no smoking policy' at the playgroup and be asked to respect this).
- Staff will not come to work under the influence of alcohol or drugs including prescribed medication that may hinder their ability to work safely within the pre-school.
- Staff will respect the views and opinions of all persons who use our setting and value diversity.
- At all times staff will adhere to and follow the policies and procedures
- Staff will respect all areas of confidentiality at all times.
- Staff will respect the opinions and diversity of all families, children, colleagues, visitors and associates.
- Staff are recognised as representatives of the pre-school and as such will act appropriately and not by association, bring the reputation of themselves or the pre-school into disrepute.
- Staff are expected to have professional boundaries at all times and therefore are not permitted to babysit current families of pre-school, or date current parents, as this can blur professional boundaries.
- Staff will participate in all of pre-school activities regardless of their own beliefs, for example (but not limited too) staff are expected to sing the pre-school prayer and take an active part in any activities held in the church related to Pre-School.

Staff are also expected to adhere to the following specific policies that come under staff behaviour.

POLICIES AND PROCEDURES

The pre-school has a range of policies and procedures which apply to all staff. These are available in the foyer, the file cupboard and are emailed to all staff and committee members. All staff must read the policies and comply with their terms. The failure of any staff member to do so may result in disciplinary action being taken against them.

ATTENDANCE, TIMEKEEPING AND APPOINTMENTS

Staff are required to comply with the rules relating to notification of absence set out in documentation given at induction and the policy below. Staff are required to arrive at work promptly and be ready to start work at their contracted starting times. Staff are required to remain at work until their contracted finishing times. All staff must obtain authorisation from management if for any reason they wish to arrive later or leave earlier than their agreed normal start and finish times. Where possible, staff will be requested to make up the missed time. Persistent poor timekeeping will result in disciplinary action.

Staff Sickness/Absence

- Christ Church Pre-School recognises that employees may be absent from the organisation for a variety of reasons. To ensure that all staff are treated in a consistent and equitable manner, this document provides the framework for dealing with such circumstances.
 - Absence: whether due to illness or any other circumstances is defined (for the purpose of this document) as the non-attendance of workers when they are contracted to attend.
Procedures
 - Any sickness/absence should be reported to the manager (or designated deputy in their absence) by 7.30am, by telephoning her personal mobile (all staff should take a note of this) giving a clear indication of the nature of the illness/absence and a likely return date. (It is the responsibility of the staff member to ensure their absence has been received by the manager- so a left message or text is not acceptable).
 - The manager should report any sickness/absence to the deputy manager or in his/her absence to the Chair by 7.30 am. They are then required to make every effort to ensure cover for the pre-school.
 - Sickness absence which exceeds seven days requires an employee to obtain a 'Fit Note' from their GP.
 - A 'Return to Work Discussion' with the manager will take place after each period of sickness/absence. This is to establish the reason for and cause of the absence, to consider whether there is anything the manager or organisation can do to help and to confirm that the employee is fit to return to work. The manager 's return to work discussion' should take place with the Deputy Play leader or Chair.
 - A more formal review may be triggered by: frequent absences, 3 periods of absence in a 12 week period
 - If an explanation for absence is not forthcoming or is considered to be unsatisfactory, disciplinary procedures will apply.
 - All records relating to staff absence/sickness will be stored confidentially and securely.
- Sick Pay**

- Normal statutory sick pay applies. Please refer to your individual contract of employment.

Disability

- Absence relating to disability will be recorded separately from sickness records. We work within the framework of the 'Equality Act 2010' to ensure an inclusive and anti-discriminatory approach.

Time Off for Dependants

- In emergencies where normal childcare arrangements break down or where an employee is primarily or solely responsible for a child, dependent relative or partner who becomes ill or incapable, then an employee can request leave to organise appropriate care. The request should be made to the manager as soon as a problem is identified. Please refer to your individual contract of employment.

Time off for Medical Appointments

- Where possible, appointments for Doctor, Dentist, Optician (urgent, essential Optician appointments), Hospital etc. should be made outside of normal working hours although we understand this isn't always possible. We will do what we can to accommodate these appointments but it should not be assumed that the time off will be given.

Bereavement/Compassionate Leave

- Please refer to individual contract of employment.

Annual Leave/Holiday Entitlement

- Please refer to individual contract of employment.
- For further guidance on all matters relating to sickness and absence, including your rights as an employee and the relative legislation please refer to guidance found at www.acas.org.uk and/or www.direct.gov.uk. These sites were also used as a point of reference/guidance in the process of creating this document.

ALCOHOL, DRUG ABUSE, SMOKING AND E-CIGARETTES

All parents/carers are asked to comply with this policy.

The consumption of alcohol on the premises is strictly forbidden unless it is part of an agreed event authorised by management, such as a staff barbecue/event. Any employee who is found consuming alcohol on the premises or is found to be intoxicated at work will face disciplinary action under the disciplinary procedure. Please be aware that even if you are not found to be intoxicated, coming into work suffering from the immediate after effects of alcohol may also impair your ability to perform your role to the required standards. A breach of this procedure is considered an act of gross misconduct. The possession, use or distribution of drugs for non-medical purposes on the premises sites is strictly forbidden. Any member of staff who is found to be intoxicated at work will face disciplinary action under the disciplinary procedure. A breach of this procedure is considered an act of gross misconduct.

Smoking is forbidden (including e-cigarettes) on the premises or in sight of the pre-school grounds. Any member of staff who is found smoking on the premises will face disciplinary action under the settings disciplinary procedure. If staff members do smoke hands must be washed, and when back in setting they should be clean smell fresh and be presentable before attending to the care of any child, this may require a change of clothing. Members of

staff who wish to smoke before their shift commences or at break times, must ensure that they are not identifiable by their uniforms and are a reasonable distance from the building. Hands must be washed and as above be presentable before attending to the care of any child. Staff have a duty to ensure they do not smell of smoke at any time during working hours. Cigarettes, matches and lighters must be kept securely away from children. Electronic Cigarettes - Although generally thought to be less harmful than smoking real cigarettes, electronic cigarettes still contain the addictive chemical nicotine as well as other toxic substances. Consequently, for the purposes of this code of conduct, the smoking of substitute cigarettes is deemed to be the same as smoking the real thing. Therefore, please observe our no smoking rules.

No child will be released to a parent or carer who appears to be under the influence of alcohol or any other substance, in these circumstances, we will follow our Safeguarding policy and our uncollected child policy.

MEDICATION, HEALTH, SAFETY AND HYGIENE

Staff must not be under the influence of any medication which may affect their ability to care for children. If a member of staff is prescribed medication by their doctor that may affect their ability to perform work, then this should be discussed with the setting Manager. Medication should be kept in the first aid safe and not left in bags or coats.

Christ Church Pre-School will act positively to minimise the incidence of all workplace risks as required by the Health and Safety at Work Act 1974 and other associated legislation. Through continuous improvement of standards, and comprehensive use of risk assessments we aim to systematically remove the causes of accidents/incidents and ill health. Staff must work as a team to minimise any risk and use common sense methods to remove any potential risk. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff, contractors and volunteers to share this commitment. Staff will be provided with a Health and Safety induction when joining the Pre-school as well as on-going training as required. All activities should be carried out with the highest regard for the health and safety of all staff, children and visitors. Staff have a responsibility to carry out tasks in accordance with training received e.g. manual handling and to wear protective clothing provided where appropriate. (please see Health and Safety Policy for more detailed information).

Staff should be a role model to the children in terms of their own health and hygiene. Leading by example is the best way to teach good behaviours to children for example:

- Have a clean, neat and tidy appearance.
- Encourage children's awareness of physical development (exercise, diet, rest, challenges and risks)
- Show the importance of hydration (drink plenty of water).
- Use 'good manners' and clear purposeful language/communication.
- Show how keeping fit is important to development of mind and body.
- Show children how to take positive risks safely.

MOBILE PHONES AND CAMERAS

Members of staff must keep personal mobile phones in the Staff phone box this will then be stored in a secure place within the setting and used in a staff area only. Please see the Photography, Mobile Phone and Recording policy for more information.

PROFESSIONAL DEVELOPMENT

Christ Church Pre-school is fully committed to your development and we will advise on training courses that might be relevant. Training is also provided at staff meetings and other

in house sessions. It is expected that a childcare practitioner will continually update their knowledge and skills through a life-long learning approach. Christ Church Pre-School acknowledges the strengths and limitations of a childcare practitioner's expertise and will ensure there is regular appraisal and assessment. There is mandatory training that all staff should undertake. Staff need to identify what is expected and ensure they attend these sessions. This will be discussed during your induction and as a continuous process while you are employed by the setting.

Social Networking Policy (Staff and Committee)

Christ Church Pre-School realises that social networking has now become an integral part of everyday life and that many people enjoy membership of social network sites such as Facebook or Twitter. However, we are also aware that these sites can become a negative forum for slander, victimisation and bullying and care must be taken not to breach our confidentiality policy or to offend anyone when using these sites.

This policy has been designed to give staff members clear guidelines as to what we, at Christ Church Pre-School, expect of our staff and committee when accessing these sites.

This policy includes, but is not limited to, the following specific technologies:

- Personal Blogs
- LinkedIn
- Twitter
- Facebook
- my space
- Personal web sites

When using social networking sites staff/committee members should give careful consideration to the following:

- Personal blogs should have clear disclaimer that the view expressed by the author of the blog is the authors alone and does not represent the view of the playgroup
- Information published on personal blogs is subject to the settings confidentiality and data protection policies.
- All postings and photographs on any blogs, forums and social networking sites are subject to the settings confidentiality and data protection policies.
- Always be respectful to other users of the social network community
- Social media activities should not interfere with work commitments
- An individual online presence reflects on the setting. Staff must be aware that their actions captured via images, posts or comments can reflect on the setting

Staff are not permitted to post anything about the children or families attending the setting past or present, or members of staff on their personal pages

Staff should be aware that any disrespectful comments may be seen as libellous

It is also reminded to all staff that becoming 'friends' with parents on social media is not encouraged.

Any employee who becomes aware of social networking activity that would be deemed distasteful should make the manager or chair aware by implementing the whistle blowing policy.

Any breaches of this policy may be subject to the settings disciplinary procedure.

Acceptable ICT Use (Staff)

This Policy describes the rights and responsibilities of staff using resources, such as computers, tablets, the internet, landline and mobile telephones, and other electronic equipment. It explains the procedures you are expected to follow and makes clear what is

considered acceptable behaviour when using them. These devices are a vital part of our business and should be used in accordance with our policies in order to protect children, staff and families.

Security and passwords

All electronic devices will be password protected and passwords will be updated on a regular basis. Passwords for our systems are confidential and must be kept as such.

Email

We expect all staff to use their common sense and good business practice when using email. As email is not a totally secure system of communication and can be intercepted by third parties, external email should not normally be used in relation to confidential transactions. If a secure email is required to be sent please speak to Play Leader or Deputy about 'Egress'.

Emails, or any form of communication, must not be used to send abusive, offensive, sexist, racist, disability-biased, sexual orientation based or defamatory material, including jokes, pictures or comments which are potentially offensive. Such use may constitute harassment and/or discrimination and may lead to disciplinary action up to and including summary dismissal. If you receive unwanted messages of this nature, you should bring this to the attention of the Play Leader.

Please note, it is usually the responsibility of the Play Leader and Deputy Play Leader to check and respond to emails.

Internet access

You must not use the internet facilities to visit, bookmark, download material from or upload material to inappropriate, obscene, pornographic or otherwise offensive websites. Such use constitutes misconduct and will lead to disciplinary action up to and including summary dismissal in serious cases.

Each employee has a responsibility to report any misuse of the internet or email. By not reporting such knowledge, the employee will be considered to be collaborating in the misuse. Each employee can be assured of confidentiality when reporting misuse.

Personal use of the internet, email and telephones

Any use of our electronic communication systems (including email, internet and telephones) for purposes other than the duties of your employment is not permitted.

Emergency personal calls need to be authorised by the manager and where possible, be made on your own personal mobile phone outside the pre-school. Disciplinary action may be taken where:

- the privilege of using our equipment is abused; or
- unauthorised time is spent on personal communications during working hours.

Data protection

When using any of our systems employees must adhere to the requirements of the General Data Protection Regulation 2018 (GDPR).

Downloading or installing software

Employees may not install any software that has not been cleared for use by the manager or deputy manager onto our computers or systems. Such action may lead to disciplinary action up to and including summary dismissal in serious cases.

Using removable devices

Before using any removable storage, media which has been used on hardware not owned by us (e.g. USB pen drive, CDROM etc.) the contents of the storage device must be virus checked.

Removable devices must not be taken home unless under exceptional circumstances and authorised to do so by the management team, with prior written permission and risk assessment in place.

SOCIAL CONTACT

All staff are expected to uphold professional boundaries. Staff have a duty to approve any planned social contact with children and their families with their manager. Confidentiality of employment must be adhered to and respected during social contact.

In summary staff should:

- Ensure that all contact with existing children or families is through an outside connection. For example, staff members own children are friends with the family.
- Ensure all contact with existing children or their parents is of a professional and non-pre-school related nature.
- Consider the appropriateness of the social contact according to their role and nature of their work.
- Advise management of any social contact they have with a child or parent with whom they work, which may give rise to concern.
- Understand that some communications may be called into question and need to be justified (parents becoming dependant)
- Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the pre-school or the employee's own reputation or the reputation of other members of the setting or church.
- Criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.
- Be cautious when undertaking work outside pre-school, either paid or voluntary, such that it does not conflict with the interests of the pre-school or affect an individual's work performance.

DRESS CODE AND APPEARANCE

The pre-school will provide appropriately branded T shirts and fleeces. Staff should wear comfortable black trousers and sensible flat shoes. Staff should wear clothing which is;

- comfortable,
- allows free movement and is appropriate to their role.
- Is not likely to be viewed as offensive, revealing or sexually provocative.
- Does not distract, cause embarrassment or give rise to misunderstanding.
- Is absent of any political or otherwise contentious slogans.
- Is not considered to be discriminatory and is culturally sensitive.

We advise that long hair is tied back. Jewellery should be minimal to avoid safety implications. Refer to the staff handbook for more information.

ACCOUNTABILITY

Staff are accountable to the Pre-school for undertaking those activities that are associated with their job/role (please refer to your job description/specification). A member of staff must inform their immediate manager if they do not feel competent to undertake any activities and must request reasonable/appropriate training. Staff have a duty to report any behaviour by colleagues that raises concern (please see the Whistle Blowing policy).

A childcare practitioner has a duty to respect families by:-

- Valuing their cultural diversity, opinions and choices.
- Being non-judgmental.
- Planning contacts/appointments with the parent.
- Seeking clarification and not assuming.
- By listening and responding appropriately.⁶¹
- By acknowledging her/his own limitations.
- Maintaining appropriate behaviour and activities between the family and her/himself.

Staff have a responsibility to challenge any discriminatory remarks or behaviour against other staff members, visitors, children and their families. (Please refer to the Equalities and Diversity Policy)

Staff have a duty to notify the Pre-School of changes to personal details, change of address, telephone number, and relevant health issues.

Staff must avoid using inappropriate or offensive language at all times.

DISCLOSURE AND BARRING SERVICE (DBS)

All staff have a duty to notify the Pre-School of any circumstance which may affect their suitability to work with children. The Manager and DSL is responsible for ensuring all staff, including contractors, bank staff, students and volunteers, are suitable to work with children. Checks are carried out via enhanced Disclosure and Barring Service (DBS) clearance checks as well as other sources, such as employer references, identity checks and qualification checks, amongst others. Where possible new staff will have the checks completed prior to starting employment. However if there are delays in checks coming through, as a last resort, candidates may work in the pre-school before these checks are completed as long as they are supervised by registered and DBS checked staff at all times.

Staff awaiting these checks will never:

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

The nursery requires each member of staff to subscribe to the government's DBS Update Service within 19 DAYS of receiving their initial or revised DBS certificate. This service can be accessed online at <https://www.gov.uk/disclosure>.

Whistle-blowing Policy

Christ Church Pre-School is committed to being open, honest and accountable. It encourages a free and open culture in its dealings between the Management and workers. This Policy aims to help Management, members of staff and volunteers to raise any serious concerns they may have about colleagues or their employer with confidence and without having to worry about being victimised, discriminated against or disadvantaged in any way as a result.

It is written in the context of the Public Interest Disclosure Act 1998, which protects employees who 'blow the whistle' on malpractices within their organisation.

What types of concerns?

The Policy is intended to deal with serious or sensitive concerns about wrongdoings, such as the following:

- A criminal offence
- Failure of a safeguarding procedure
- A failure to comply with any legal obligation
- A miscarriage of justice
- Unauthorised use of the organisation's money
- Breaches and abuses of the organisation's policies.
- Fraud or corruption
- The mistreatment of service users (or concealment of the above)

It is not necessary for individuals who raise the concern to prove the wrongdoing that is alleged to have occurred or is likely to occur. However, if an individual knowingly or maliciously makes an untrue allegation (e.g. in order to cause disruption within the Organisation), the setting will take appropriate disciplinary action against them. It may constitute gross misconduct.

Individuals should note that they will not be protected from the consequences of making a disclosure if, by doing so, they commit a criminal offence.

This Policy does not deal with any complaints staff may have about their employment. This should be dealt with through the Grievance Procedure.

How to raise a concern in the workplace

Individuals should, in most cases, first report their concern to the manager, who is the Whistle Blowing Officer- VICKI WEST - and is expected to respond to the matter. If the matter concerns the manager, it should be raised with the Chair – SIMON HERON.

Individuals are encouraged to raise their concerns in writing where possible, setting out the background and history of their concerns (giving names, dates and places where possible) and indicating the reasons for their concerns.

Employees may wish to seek the assistance of their trade union representative, if they have one, before raising the concern. The trade union representative may, where the employee so desires, raise the concern on behalf of the employee. Employees may also invite a trade Union representative or colleague to be present during any meetings or interviews about the concerns they have raised.

If any individual is unsure about whether to use this procedure, or they want independent advice at any stage, they can/ should contact;

OFSTED Whistleblowing on 0300 1233155 or Email; whistleblowing@ofsted.gov.uk or their trade union (if applicable)

Ofsted will be able to advise you on how and with whom to raise a concern about malpractice.

Disclosures made to a legal advisor in the course of obtaining legal advice will be protected under the Public Interest Disclosure Act.

Protecting the individual raising the concern

If an individual raises a concern which they believe to be true, Christ Church Pre-School will take appropriate action to protect the individual from any harassment, victimisation or bullying. Employees who raise a genuine concern under this policy will not be at risk of losing their job, nor will it influence any unrelated disciplinary action or redundancy procedures.

The matter will be treated confidentially if the individual requests it and their name or position will be not being revealed without their permission unless the setting has to do so by law. If, in other circumstances, the concern cannot be resolved without revealing the individual's identity, the Whistle Blowing Officer will discuss with the individual whether and how to proceed. Concerns raised anonymously tend to be far less effective, but the Whistle Blowing Officer will decide whether or not to consider the matter taking into account:

- The seriousness of the matter
- Whether the concern is believable
- Whether an investigation can be carried out based on the information provided

How Christ Church Pre-School will deal with the concern

How the concern will be dealt with will depend on what it involves. It is likely that further enquiries and/or investigation will be necessary. The concern may be investigated by Christ Church Pre-Schools Whistle Blowing Officer and the Chair, through the disciplinary process, or it may be referred to the police, other agencies like The Referral and Assessment Team of the Local Authority, OFSTED, an external auditor or an independent investigator.

It may be necessary for the individual to give evidence in criminal or disciplinary proceedings.

Christ Church Pre-School will give the individual feedback on the progress and outcome of any investigation wherever possible. If the suspicions are not confirmed by an investigation, the matter will be closed. Staff will not be treated or regarded any differently for raising the concern and their confidentiality will continue to be protected.

TEAM AND PARTNERSHIP WORKING

Staff are required to work co-operatively within teams and respect the skills, expertise and contribution of colleagues. They are expected to treat others fairly and without discrimination. Staff must communicate effectively, both verbally and in writing. As required, they must share their knowledge, skills and expertise with other team members in order to improve practice. Staff must work with other members of the team to promote a care and

learning environment that is conducive to safe and ethical practice. If the care environment deteriorates, the practitioner must report this to their line manager.

CONFIDENTIALITY

Staff must guard against breaches of confidentiality by protecting information from improper disclosure at all times and follow all appropriate policies. (Please refer to your confidentiality policy).

BABYSITTING

We do not allow any staff to babysit children that currently attend the setting. It is also not appropriate for staff members to transport children to and from the setting, this would be classified as babysitting which is not acceptable.

OUTSIDE COMMITMENTS

All employees should consult the Manager before taking on additional employment. Additional employment must not conflict with the setting's interests or impair employee's ability to carry out their role at this setting. Please bear in mind if you do have additional employment elsewhere, then you will need to declare which employer is the primary source of your income. This is necessary in order to avoid confusion over tax codes. You are only allowed one employer where your tax code can be used to take advantage of your personal tax free allowance. Additional employers will have to adopt a secondary position and tax all of your earnings, usually on a BR (Base Rate) coding. Consequently, if we are not your main employer then we will need to tax you at the BR rate. Failure to declare a primary employer to the HMRC may result the levy of backdated tax and penalties.

VULNERABLE SITUATIONS

As a key person, you must discuss intimate care routines with a child's parents. The settings Safeguarding Children and child protection Policy must be followed at all times. Employees should always encourage children to undertake self-care tasks independently, where developmentally appropriate. Ensure employees understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury might require more experienced intervention. Employees need to be vigilant of neglect or abuse caused outside the pre-school and to report any signs to the settings Manager. Employees must not be placed in situations which render them vulnerable. In extreme circumstances where this is unavoidable, full and appropriate risk assessments are conducted and agreed for lone working situations. Employees must be prepared to report any actions of another individual they deem inappropriate to the setting management. When one to one situations are unavoidable, employees must take precautions to reduce the vulnerability of both the child and the adult, for example, informing colleagues of the situation and leaving room doors open.

DECLARATIONS AND CHANGES OF CIRCUMSTANCES

Employees are expected to declare all convictions, cautions, court orders, reprimands and warnings that effect suitability. A childcare practitioner has a duty to notify the pre-school manager of any changes of circumstance which may affect their suitability to work with children. An annual status check will be performed by the pre-school for all staff.

PARENTS AND CARERS

Staff must maintain a professional relationship with parents and carers at all times. Each member of staff must recognise that parents and carers need feedback regarding their children and that this must be given in an open, honest and friendly manner. The relationship with parents and carers must not become overly familiar such that it clouds the impartiality of your judgement and action. Whilst there is always the possibility of a member of staff having a prior close relationship with a parent or carer outside of the setting, we must avoid any conflict of interest or undue favouring of a child. Where such a relationship arises the member of staff should immediately inform the Manager to discuss any action to be taken. Where a member of staff finds that they have a prior close relationship to a child in the setting through such means as a family relationship or close friendship then the Manager must be made aware of this immediately and may require the member of staff to change rooms to avoid any conflict of interest or risk of undue favouring of the child.

No staff member should ever give their personal phone number or email to a family under any circumstances.

OFSTED

Ofsted is the Office for Standards in Education Children's Services and Skills. It reports directly to Parliament and is independent and impartial. Ofsted inspects and regulates services which care for children and young people, and those providing education and skills for learners of all ages. All settings have to be registered and approved by Ofsted before they can begin to look after children. Having a well-respected Ofsted rating is very important to Christ Church Pre-school, primarily because it is a very important consideration for a parent / carer when choosing a setting. At the moment Ofsted has 4 inspection ratings (1) outstanding (2) good (3) requires improvement (4) inadequate. It is expected that all staff members share the pre-school's belief and aspiration to uphold the highest standards at all times, such that when we are inspected by Ofsted, we can demonstrate outstanding practice. Consequently, staff are expected to understand and contribute towards our development.

Key principles for Adults at Christ Church Pre-School

Understand and follow all policies and procedures

- Listening
- Empathising
- Communicating
- Trusting each other
- Taking responsibility
- Being sensitive
- Having patience
- Having respect
- Developing interpersonal skills
- Being self-aware
- Remembering you are part of a team

Adults working or helping at playgroup will need to:

Have common aims

- Be professional at all times
- Listen to each other
- Be prepared to negotiate

- Develop a common ethos
- Be respectful of each other's viewpoints
- Abide by policy decisions
- Take advantage of training opportunities and disseminate this within the team
- Commit to always trying to improve upon previous best

All playgroup staff, volunteer helpers and committee members MUST remember that:

It is important never to gossip about any child or adult in the group

- It is important never to discuss one adult with another
- It is important not to make value judgements about any child or adult involved in the group
- Some information will need to be shared with the whole staff, e.g. diet, allergy, religious issues. If you are not sure if information needs to be kept confidential, check with the manager before you discuss it with other members of staff/ committee members/ volunteer helpers.

Staff Code of Conduct

Our staff are all expected to:

Care

1. Supervise the children at all times
2. Be aware of the children's safety and needs
3. Ensure there are plenty of stimulating educational and fun activities
4. Respond to the individual needs and demands of the families to the best of your abilities
5. Treat equipment and resources with care and respect; as if they were your own
6. Be accountable and take responsibility for your actions

Quality

1. Reflect on your own work; identify your strengths and weaknesses
2. Build upon your strengths and improve upon your weaknesses
3. Enhance the playgroup and care given in any way you can
4. Provide constructive feedback and ideas to help improve Christ Church Playgroup
5. Seek to improve yourself and your skills

Commitment

1. Be prepared and willing to 'go the extra mile'
2. Be enthusiastic towards your job, parents, children and other team members
3. Be reliable, with minimal absences and put yourself in the 'shoes' of others
4. Ensure the highest quality of care to the children and safeguard their environment
5. In line with the Statutory Framework, (Personal Development) Christ Church Playgroup expect each member of staff to do a minimum of 3 professional development sessions (workshops etc.) a year, as well as First aid, Prevent Duty, Manual Handling, FGM, Food Safety, Fire Safety, Health and Safety and Safeguarding when it is due. If are doing a long term course i.e. level 2 or 3 in childcare we only request that you do the courses outlined in this policy.

Trust

1. Act with honour and integrity. Be honest, truthful and open
2. Uphold the trust placed in you by families by respecting their individual requests and demands, and providing the highest standard of care
3. Uphold the trust placed in you by fellow team members - look out for, and after them and do your fair share of work

Teamwork

1. Be mindful and proactive in observing and protecting the safety of your colleagues and those in your care.
2. Support fellow team members - ensure no one person is doing all the work and help other team members if they require it
3. Be friendly and considerate – remember each individual is unique
4. Work together to ensure the best possible outcome of those in your care
5. Communicate with parents and carers

SUMMARY

It is important that staff understand the setting policies, procedures and protocols. To enable staff to practice you must be appropriately trained and work in partnership with others. Staff must maintain client confidentiality, and act accordingly with communications. Staff have a duty of care to all parties associated with the setting. Failure to comply with this code of conduct may lead to disciplinary action. The setting will act with integrity, sensitivity and in a manner that will be deemed as reasonable in all its dealings with staff. The Code of Conduct is deemed to have been accepted as soon as a member of staff commences employment.

Whistle-blowing Policy

Christ Church Pre-School is committed to being open, honest and accountable. It encourages a free and open culture in its dealings between the Management and workers. This Policy aims to help Management, members of staff and volunteers to raise any serious concerns they may have about colleagues or their employer with confidence and without having to worry about being victimised, discriminated against or disadvantaged in any way as a result.

It is written in the context of the Public Interest Disclosure Act 1998, which protects employees who 'blow the whistle' on malpractices within their organisation.

What types of concerns?

The Policy is intended to deal with serious or sensitive concerns about wrongdoings, such as the following:

- A criminal offence
- Failure of a safeguarding procedure
- A failure to comply with any legal obligation
- A miscarriage of justice
- Unauthorised use of the organisation's money
- Breaches and abuses of the organisation's policies.
- Fraud or corruption
- The mistreatment of service users (or concealment of the above)

It is not necessary for individuals who raise the concern to prove the wrongdoing that is alleged to have occurred or is likely to occur. However, if an individual knowingly or maliciously makes an untrue allegation (e.g. in order to cause disruption within the Organisation), the setting will take appropriate disciplinary action against them. It may constitute gross misconduct.

Individuals should note that they will not be protected from the consequences of making a disclosure if, by doing so, they commit a criminal offence.

This Policy does not deal with any complaints staff may have about their employment. This should be dealt with through the Grievance Procedure.

How to raise a concern in the workplace

Individuals should, in most cases, first report their concern to the Play Leader, who is the Whistle Blowing Officer- VICKI WEST - and is expected to respond to the matter. If the matter concerns the Play Leader, it should be raised with the Chair – SIMON HERON.

Individuals are encouraged to raise their concerns in writing where possible, setting out the background and history of their concerns (giving names, dates and places where possible) and indicating the reasons for their concerns.

Employees may wish to seek the assistance of their trade union representative, if they have one, before raising the concern. The trade union representative may, where the employee so desires, raise the concern on behalf of the employee. Employees may also invite a trade Union representative or colleague to be present during any meetings or interviews about the concerns they have raised.

If any individual is unsure about whether to use this procedure, or they want independent advice at any stage, they can/ should contact;

OFSTED Whistleblowing on 0300 1233155 or Email; whistleblowing@ofsted.gov.uk or their trade union (if applicable)

Ofsted will be able to advise you on how and with whom to raise a concern about malpractice.

Disclosures made to a legal advisor in the course of obtaining legal advice will be protected under the Public Interest Disclosure Act.

Where a staff member feels unable to raise an issue with the Pre-School Whistle Blowing Officer(s), or feels that their genuine concerns are not being addressed, they should use the other channels open to them:

NSPCC whistleblowing advice line – staff can call 0800 0280285 (8:00 – 20:00, Monday to Friday and 9:00 – 18:00 at weekends). Email address is help@nspcc.org.uk. Alternatively, staff can write to National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

Protecting the individual raising the concern

If an individual raises a concern which they believe to be true, Christ Church Pre-School will take appropriate action to protect the individual from any harassment, victimisation or bullying. Employees who raise a genuine concern under this policy will not be at risk of losing their job, nor will it influence any unrelated disciplinary action or redundancy procedures.

The matter will be treated confidentially if the individual requests it and their name or position will be not revealed without their permission unless the setting has to do so by law. If, in other circumstances, the concern cannot be resolved without revealing the individual's identity, the Whistle Blowing Officer will discuss with the individual whether and how to proceed. Concerns raised anonymously tend to be far less effective, but the Whistle Blowing Officer will decide whether or not to consider the matter taking into account:

- The seriousness of the matter
- Whether the concern is believable
- Whether an investigation can be carried out based on the information provided

How Christ Church Pre-School will deal with the concern

How the concern will be dealt with will depend on what it involves. It is likely that further enquiries and/or investigation will be necessary. The concern may be investigated by Christ Church Pre-Schools Whistle Blowing Officer and the Chair, through the disciplinary process, or it may be referred to the police, other agencies like The Referral and Assessment Team of the Local Authority, OFSTED, an external auditor or an independent investigator.

It may be necessary for the individual to give evidence in criminal or disciplinary proceedings.

Christ Church Pre-School will give the individual feedback on the progress and outcome of any investigation wherever possible. If the suspicions are not confirmed by an investigation, the matter will be closed. Staff will not be treated or regarded any differently for raising the concern and their confidentiality will continue to be protected.

Equal Opportunities

Below is a list of the different legal framework for this policy:

- The Equality Act 2010
- Disability Discrimination Act 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004, 2006
- Special Educational Needs and Disability Act 2015 (and its frequent updates)

Attendance

We believe that any activities provided by Christ Church Pre-school should be open to all children, families, and to all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with our Pre-School have an equal chance to do so. Christ Church Pre-school will ensure that the service is fully inclusive in meeting the needs. In order to create an inclusive environment for all children, it is crucial to acknowledge and address the diverse needs that arise from their ethnic heritage, social and economic background, gender/sex, ability, or disability. By doing so, we can ensure that our service caters to every child, regardless of their individual circumstances.

Our setting is dedicated to providing an environment that promotes equality of opportunity and values diversity for all children and families. We believe it is important to have an anti-discriminatory practice, which ensures that everyone is treated fairly.

We aim to:

- Provide a welcoming, secure and accessible environment in which all our children can flourish and reach their full potential.
- Include and value the contribution of all families to our understanding of equality and diversity.
- promote inclusivity and break stereotypes related to gender roles, diverse ethnic and cultural groups, and different disabilities.

- Improve our knowledge and understanding of issues related to discrimination and to promote equality and while valuing diversity.
- Make inclusion a thread that runs through all of the activities we provide in Pre-School.

Admissions

- We advertise our setting widely.
- We reflect the diversity of our society in our promotional materials.
- We provide information in clear, concise language.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our Equality of Opportunity Policy.
- We do not discriminate against a child or their family, or prevent entry to our setting on the basis of colour, ethnicity, religion or social background.
- We do not discriminate against a child with a disability and will endeavour to ensure that any disability is supported to the best of our ability.
- We develop an action plan to ensure that people with a disability can participate successfully in the services we offer.
- We ensure wherever possible that we have a balanced intake of boys and girls.
- We take action against any discriminatory behaviour by staff or parents.
- Displaying openly discriminatory and offensive materials, name calling and threatening behaviour is unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specification.
- We monitor our application process to ensure that it is fair and accessible.
- Selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability.
- Every employee is entitled to a working environment that promotes dignity and respect for all. No form of intimidation, bullying or harassment will be tolerated.
- Breaches of the playgroups Equality and Diversity Policy will be regarded as misconduct and could lead to disciplinary proceedings. Commitment to implementing the group's Equality and Diversity Policy will form part of the job description for all workers.

Training

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

- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Environment

Our environment is as accessible as possible for all children, visitors and service users. If access to the building is found to treat disabled children or adults less favourably, we will make reasonable adjustments to the setting to accommodate the needs of the disabled children and adults.

We do this by:

- Making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.
- Making adjustments, where possible, to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- Positively reflecting the widest range of communities possible in the choice of resources.
- Avoiding stereotypes or derogatory images in visual material.
- Celebrating a wide range of festivals.
- Creating an environment of mutual respect and tolerance.
- Differentiating the curriculum to meet children's special educational needs.

- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning and are supported in the maintenance of their own language

Valuing diversity in families

At Christ Church Pre-School we strive to have an environment that promotes respectful awareness of all major events in the lives of the children and families. We also recognize the importance of embracing the diversity of backgrounds from which our children and their families come from. By doing so, we aim to create a nurturing and inclusive space where every child feels valued and celebrated.

In order to achieve this, we aim to acknowledge all the festivals, which are celebrated in our area and/or by the families involved in the Pre-School. Without indoctrination in any specific faith, children will be made aware of the festivals which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.

Before introducing a festival with which the adults in the Pre-School are not themselves familiar with, appropriate advice will be sought from people to whom the festival is familiar.

Children and families who celebrate festivals at home will be invited to share their festival with the rest of Pre-School should they wish to do so. Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents to take part in the life of the setting and to contribute fully and for families who speak languages in addition to English.
- It is crucial we develop effective means to ensure the full inclusion of all individuals.

The Curriculum

All children will be respected and their individuality and potential will be recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Christ Church Pre-School will value linguistic diversity and provide opportunities for children to develop their home language in their play and learning. This is part of the respect for each child's cultural background that is central in all early-years provision. Alongside support in the home language, Christ Church Pre-School will provide a range of meaningful contexts in which children have opportunities to develop English.

Resources

The resources will be chosen to show children a balanced view of the world and an appreciation of the rich diversity of our multiracial society. Materials will be selected to help children to develop their self-respect and to respect others by avoiding stereotypes and derogatory pictures and messages about any group of people.

Inclusion

Christ Church Pre-School recognises the wide range of needs of children and families in the community, and will consider what part we can play when meeting these needs. When planning for meetings and events we will take into account the needs of people with disabilities.

Discriminatory behaviour/remarks

Discriminatory behaviour and remarks are unacceptable in and around the Pre-School environment. It is crucial that we create a safe environment for individuals. Our response to any disrespectful behaviour will prioritise sensitivity towards the feelings of the victim(s) and aim to assist those responsible in recognizing and addressing their prejudices

Language

Information, written and spoken, will be clearly communicated in as many languages as necessary. Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the Pre-School.

Food

Medical, cultural and dietary needs will be met. We help children to learn about a range of food and cultural approaches to mealtimes and to respect the differences among them.

Meetings

The time, place and conduct of meetings will ensure that all families have an equal opportunity to be involved in the running of the Pre-School.

Food and Drink

The sharing of refreshments plays an important part in the social life of the Pre-School as well as reinforcing children's understanding of the importance of healthy eating. Children's medical and personal dietary requirements are known and respected, for example allergies to eggs or nuts. Children's understanding of the importance of healthy eating will be reinforced at Pre-School.

The Pre-School will ensure that:

- A snack will be provided mid morning and mid afternoon
- Snacks provided will be nutritious and food containing large quantities of fat, sugar, salt, additives, preservatives and colourings will be avoided. Our usual snack at Pre-School consists of a biscuit or a cracker and a piece of fruit.
- The dietary rules of religious and cultural groups and also of vegetarians/vegans are known and met in appropriate ways.
- Fresh milk is provided for children and water is offered as an alternative.
- Water is freely available throughout each Pre-School session.
- Staff will monitor what food children bring in to setting in order to ensure that all children are eating a healthy, balanced diet. In the event that a practitioner is concerned with a child's diet, the practitioner will liaise with the SENDCO and/or Play Leader to discuss next steps on how we can support the parent(s) with a healthier, balanced diet.
- When cooking with children as an activity, the adults will provide healthy wholesome food, promoting and extending the children's understanding of a healthy diet.
- The Pre-School will observe current legislation regarding food hygiene and obtain training for staff to appropriate levels.
- Snack time is used to help children develop independence through making choices serving food and drink and feeding themselves.

Special Dietary Needs Procedure

When a child joins the Pre-School parents and carers are asked to inform the Pre-School of all food allergies and dietary, medical or cultural requirements. This information is recorded and circulated to all staff. Information regarding specific individual needs are recorded and kept on a sheet displayed in the Pre-School kitchen for Staff preparing snack to adhere to. These include children's:

- Allergies
- Cultural or religious requirements
- Preferences

In cases of a severe food allergy the Pre-School will make very careful efforts to ensure food screening. The Pre-School will not include any unsuitable food in any activity which would exclude the child. We will, if necessary, have an alternative to offer the child where the food cannot be screened. A risk assessment for a child with a severe food allergy will be drawn up along with an Individual Health Care Plan.

Safer & Healthy Eating

At all meal and snack times, at least one member of staff must be sat at the table with the children at all times in order to observe children to react quickly in case of choking.

Children should be discouraged from sharing food with other children, to avoid children with allergies or dietary requirements being exposed to food not suitable for them.

A poster promoting healthy eating will be posted on the noticeboard in the hallway and will be posted on the closed Facebook group, in order to promote healthy eating with the families.

Birthday Celebrations

All children like to celebrate their birthdays and each others. New guidelines say that cake should be discouraged. We celebrate birthdays once a month, to reduce the number of times children eat cake within the setting. We will further reduce this, in order to follow guidelines, by supplying cupcakes (rather than a slice of cake) and letting the child take it home at the end of session for either the child to eat at home or as a gift for the parent, whichever the parent desires.

Packed Lunch Policy

Aims

To ensure that packed lunches reflect the Nutritional Guidelines of the EYFS.

Pre-Schools are required to positively promote the health and wellbeing of children.

The content of lunchboxes needs to reflect the requirement of Pre-Schools to ensure that minimum food and nutrition standards for children's meals are supported.

The contents of lunchboxes (including drinks) sent into Pre-School should be encouraged to be healthy.

Early Years settings are required to encourage healthy eating habits from an early age and improve the overall nutrition of children:

The short-term effects of unhealthy packed lunches and food intake can include poor growth, tooth decay, obesity, anaemia, constipation, poor concentration and behavioural problems which may have an impact on a child's learning.

The longer-term effects of a poor diet in childhood can be an increased risk of stroke, cancer, heart disease and diabetes in adulthood.

Objectives

To improve the nutritional quality of packed lunches in Pre-School and the eating habits of children at lunchtimes.

To develop an awareness in children, parents and carers that the Pre-School takes a proactive approach to promoting healthy eating.

To encourage healthy eating habits in childhood that can influence health and wellbeing in later life.

To ensure that food brought into Pre-School (packed lunches and drinks) is encouraged to meet food standards in Early Years.

What to put in your child's packed lunch

We recommend that a packed lunch include items from the five main food groups:

- Bread, rice, potatoes and pasta. These starchy foods are a healthy source of energy. Packed lunches should include one or more portions of this food type, for example pasta salad or sandwiches.
- Fruits and vegetables. These foods provide vitamins, minerals and fibre. Packed lunches should include at least one portion of fruit and/or one portion of vegetables/ salad, or more, for example carrot or cucumber sticks, cherry tomatoes, a piece of fruit.
- Milk and dairy foods. These foods provide calcium for healthy bones and teeth. Include one portion at lunch, for example a yoghurt, fromage frais or cheese.
- Meat, fish, eggs and beans. These foods provide protein for growth. Packed lunches should include one portion of these foods, for example boiled egg as a filling in a sandwich or a mixed bean salad.
- Drinks. Drinks need not be provided as part of your child's packed lunch. The Pre-School will provide your child with fresh water or milk.

Please support Pre-School by limiting the following items in your child's packed lunch

- Chocolate spread as a filling for sandwiches (if you do use chocolate spread please ensure it is NOT hazelnut flavour)
- Chocolate-coated products (please only include ONE chocolate item and only a small chocolate bar/biscuit eg Penguin, Club biscuit)
- Crisps or any packet of savoury snacks which are high in salt and fat

Please support Pre-School by not providing the following items in your child's packed lunch

- Fizzy/ sugary drinks in cartons, bottles or cans
- Foods which are high in sugar or salt eg donuts, cakes
- Sweets of any kind – chewy, hard or soft
- Sugared, toffee or salted popcorn
- Any products containing nuts (or other nut-based products)
- Energy drinks
- Chips and fried foods (such as chicken nuggets)
- Meat on the bone

Choking hazards for children

Please do not provide any of the following in your child's packed lunch (we will endeavour to remove these items from packed lunches when we see them to prevent possible incidents of choking):

- Whole grapes (these should be quartered)
- Whole cocktail sausages or large sausages cut into circular shapes (these should be cut into longer baton shapes)
- Hot dog sausages (unless cut lengthways)
- Marshmallows
- Whole cherry tomatoes (these should be quartered)
- Pieces of hard raw vegetables such as carrots (these should be cut into longer baton shapes)
- Whole melon balls (these should be quartered)
- Any food that is overly sticky or difficult to chew
- Popcorn

Waste and disposal

Pre-School will, within reason, send any uneaten packed lunch items back home. The rationale for this is that parents and carers can also monitor what their child has consumed during the day and then raise any concerns over their child's food intake with the Pre-School.

Packed lunch containers

It is the responsibility of parents and carers to provide an appropriate packed lunch container where food items can be stored securely and appropriately until the lunchtime period. Parents and carers are welcome to include an ice pack. Food products prepared and stored in ambient temperatures after a period of time can have increased levels of bacteria in them.

Storage of packed lunches

Pre-School will provide a trolley for packed lunch boxes and bags in the most convenient and appropriate place possible. However, we cannot provide cooled storage areas and, therefore, cannot take legal responsibility for foods prepared at home and then brought into Pre-School.

Monitoring and Evaluation

The Pre-School will carry out regular monitoring of packed lunch provision. Where there may be concerns over a child's food and nutritional intake and/ or the content of their packed lunches, this will be dealt with timely and sensitively by contacting parents to offer advice.

Christ Church Pre-School accepts no responsibility for accidents or incidents to children caused by foods sent by parents/carers in their packed lunches. We will of course carry out our statutory duty with regards to administering immediate first aid in incidents where choking occurs.

Early Years Pupil Premium

'The aim of the Early Years Pupil Premium is to close the gap between children from disadvantaged backgrounds and their peers by providing funding to early years' providers to help them raise the quality of their provision' (Department for Education (DfE))
The Early Years Pupil Premium provides a small percentage extra per hour on top of the Free Entitlement.

Eligibility

- Income support
- Income based Job seekers Allowance
- Universal Credit
- Support from NASS (National Asylum Support Service) under part VI of the immigration and Asylum Act 1999
- The guarantee element of State Pension Credit
- Child Tax Credit (with no Working Tax Credit) with annual income of no more of £16,190
- Working Tax Credit run on

How we will use the EYPP funding

In line with the intended use of the EYPP, Christ Church Pre-school will use the amount to enhance practice and provision through a variety of channels. Spending may include:

Arrangements to invest in CPD for staff who work directly with the children who have been approved funding in areas that will support the development and learning.

In house training to enhance quality staff interactions with children.

Educational resources

Enhanced provision in an identified area (based on the child) – ie The quality of provision for early language and literacy

Trips outside of the setting to benefit all

Our setting will ensure that the EYPP reaches the groups of children for whom it is intended and that it makes a significant impact on their developmental outcomes. The EYPP will be used to provide additional resources and staff development to enable us to meet the needs of your child. We strive to offer the best possible outcomes for every child and the additional funding will facilitate this. We aim to address any underlying inequalities between the children who are eligible for EYPP and the rest of the children in the setting.

Special Educational Needs and Disability

We welcome the inclusion of all children no matter what their individual needs may be. All children have the right to achieve and develop to their full potential. We believe that having an inclusive policy benefits all children and reflects the diversity of our community. At Christchurch Preschool we aim:

- . To value all children equally and provide opportunities for equal access to the curriculum.
- . To plan the curriculum to meet the needs of individual children.
- . To recognise that some children will need additional support to ensure access to the whole curriculum.
- . To recognise the importance of early identification and assessment of children with additional needs, and work within the code of practice
- . To work in partnership with parents, valuing their views and knowledge and keeping them fully involved in their child's learning experience.
- . To work collaboratively with other agencies to meet the needs of individuals where necessary.

To ensure this is all coordinated we have a Special Educational Needs and Disability coordinator SENDCo Lisa Davis

The role of the SENDCo

- . To support the children with practical measures.
- . To monitor and review the practical interventions.
- . To offer support to other members of staff.
- . To help coordinate the planning for individual needs.
- . To liaise between the setting and any other professionals involved.
- . To liaise with and support parents.
- . Attend training as necessary to keep up to date with policies and current issues and share this information with all staff.
- . To keep updated with relevant legislation in connection with Special Needs and Disabilities.

Admission arrangements.

Christ Church Preschool is committed to working with all children to meet individual needs. We will not exclude any child on the grounds of their additional needs and will strive to meet their needs and remove any barriers that may arise.

Identifying Special Needs and Early Interventions

All children who attend the setting are given time to settle in and become familiar with their new surroundings and routine. If staff have any concerns regarding a child

they will pass this information on to the SENDCO, who along with the child's key person will observe and access the child's needs.

Staff will work together in partnership with parents to formulate strategies to support the child. The SENDCO will support the child's key person by putting into place any additional support the child may need and implementing the graduated response as stated in the DFE special educational needs code of practice.

If a child requires interventions that are additional or different to those offered to all children at each session in order to access the curriculum they will be put on the Graduated pathway, Early help and support for children, young people, and their families.

<p>LEVEL 1 UNIVERSAL MY PROFILE</p>	<p>LEVEL 2 ADDITIONAL MY PLAN</p>	<p>LEVEL 3 INTENSIVE MY ASSESSMENT AND MY PLAN</p>	<p>LEVEL 4 SPECIALIST STATUARY PLAN</p>
<p>A need is identified which can be met by a single agency.</p> <p>If your agency can meet the child's needs, follow your own agency's procedures.</p> <p>The child's needs can be met through a single agency that is not your own, consult with the other agency where appropriate, and make a referral with consent from the family.</p>	<p>The child's needs can be met through your agency working jointly with another agency.</p> <p>Gain consent from the family to hold a team Around the Child (TAC) meeting and formulate a My Plan for delivery and review.</p>	<p>+</p> <p>The child's needs are more complex and require an assessment to understand the range, depth, or significance of the needs which may require a more intensive response.</p> <p>The practitioner with concerns gains consent from the family and organises a TAC meeting to gather information for my assessment and my plan +</p>	<p>The child's needs are complex and enduring and a statutory response is required to</p> <p>Ensure plans/assessments/reviews are shared with the lead agency and contribute as required.</p> <p>The lead practitioner role may now be transferred to the statutory agency but you will need to continue your support to the child and work with the team around the family.</p>
		<p>A lead practitioner is identified to co-ordinate the multi-agency support identified in the</p>	

		my plan+	

For every child with a Special Educational Need, we will devise a structured program to meet the children's needs.

Transitions.

When children move on to another setting, we pass on information and records to make the transition as seamless as possible. We would also arrange visits for the child and other professionals e.g. teachers to help with the transition.

Evaluation of special needs policy

We will, along with all staff, evaluate our policy annually or as the needs arise, to ensure our policy and practice are effective, any complaints surrounding our practice

and provision of children with additional needs should be addressed using the complaints procedure in our policy documents.

If you require additional information on any area of our special needs policy, please feel free to speak with the SENCO who will be happy to answer any questions you may have.

Data Protection Policy

Statement of Intent

Christ Church Preschool is required to collect personal information for its employees, committee members, children, parents, and visitors. It is also necessary to process information so that staff can be recruited and paid, activities organised and legal obligations to funding bodies. We intend to meet all the requirements of the Data Protection Act 1998 (the Act) and the General Data Protection Regulations 2018 when collecting, storing, and destroying personal data.

To comply with the law, information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully. To do this, Christ Church Preschool must comply with the Data Protection Principles which are set out in the Data Protection Act 1998. In summary these state that personal data must be:

- obtained and processed fairly and lawfully;
- obtained for a specified and lawful purpose and not processed in any manner incompatible with that purpose; adequate, relevant, and not excessive for that purpose;
- accurate and kept up to date;
- not kept for longer than is necessary;
- processed in accordance with the data subject's rights;
- kept safe from unauthorised access, accidental loss, or destruction;
- not be transferred to a country outside the European Economic Area, unless that country has equivalent levels of protection for personal data.

All Christ Church preschool staff and volunteers who process or use any Personal Information must ensure that they follow these principles at all times. In order to ensure that this happens, Christ Church Preschool has adopted this Data Protection Policy.

Notification of Data Held and Processed

All employees, committee members, parents, visitors, and other members of the public have the right to:

- know what information Christ Church preschool holds and processes about them and why;
- know how to gain access to it;
- know how to keep it up to date;
- know what Christ Church preschool is doing to comply with its obligations under the Act.

The Data Controller and the Designated Data Controllers

Christ Church preschool is the Data Controller under the Act, and the organisation is therefore ultimately responsible for implementation. However, Designated Data Controllers will deal with day-to-day matters. Christ Church Preschool's Designated Data Controller is VICKI WEST and Christ Church Preschool's Committee.

Personal Information

Personal Information is defined as any details relating to a living, identifiable individual. Within Christ Church Preschool this relates to employees; attending children and their families; committee members; professional visitors; and some members of the public e.g. job applicants. We need to ensure that the information gained from each individual is kept securely and to the appropriate level of confidentiality.

The personal information collected from individuals could include:

- Their name
- Address
- Email address
- Telephone numbers-including those of emergency contacts
- Date of birth
- Medical information
- National Insurance number
- DBS numbers
- Observations of children's progress (learning journals)
- Children's reports, preschool or from outside professionals.
- Photographs
- Family medical history when necessary.
-

Christ Church Preschool store personal information to comply with the statutory framework; to deliver services to our families e.g. government funding; to employ suitable people for our setting.

Processing of Personal Information

All staff and volunteers who process or use any Personal Information are responsible for ensuring that:

- Any Personal Information which they hold is kept securely;
- Personal Information is not disclosed either orally or in writing or otherwise to any unauthorised third party.

Staff and volunteers should note that unauthorised disclosure will usually be a disciplinary matter and may be considered gross misconduct in some cases.

Personal information should be:

- kept in a locked filing cabinet; or
- in a locked cupboard; or
- if it is computerised, be password protected;
- kept on a storage device which is itself kept securely.

Conversations and Meetings

Information of a personal or confidential nature should not be discussed in a public area, in front of anyone that is not an employee of the preschool. Preschool employees should be aware of confidentiality at all times when discussions are taking place, either distancing themselves from the conversation if it does not concern them, or, ensuring that their discussion is not overheard by others. All staff should respect the confidential nature of any information inadvertently overheard.

When meetings are being recorded it is important that only relevant information is written down. This must be carried out using the correct forms provided by the preschool, notes must be written legibly and coherently. The written notes are then to be stored in a locked cupboard and disposed of (shredded) in a timely manner in line with the GDPR guidelines.

Collecting Information

Whenever information is collected about people, they should be informed why the information is being collected, who will be able to access it and to what purposes it will be put. The individual concerned must agree that he or she understands and gives permission for the declared processing to take place, or it must be necessary for the legitimate business of the preschool.

Sensitive Information

Sensitive information is defined by the Act as that relating to ethnicity, political opinions, religious beliefs, trade union membership, physical or mental health, sex life, criminal proceedings or convictions. The person about whom this data is being kept must give express consent to the processing of such data, except where the data processing is required by law for employment purposes or to protect the vital interests of the person or a third party.

Disposal of Confidential Material

Sensitive material should be shredded as soon as it is no longer needed; following retention guidelines and statutory requirements. Particular care should be taken to delete information from the computer hard drive, or another technology where information is held, if they are to be disposed of.

Staff Responsibilities

All staff are responsible for checking that any information that they provide to Christ Church Preschool in connection with their employment is accurate and up to date. Staff have the

right to access any personal data that is being kept about them, either on computer or in manual filing systems. Staff should be aware of and follow this policy and seek further guidance where necessary.

Duty to Disclose Information

There is a legal duty to disclose certain information, namely, information about: Child abuse, which will be disclosed to social services, or Drug trafficking, money laundering or acts of terrorism or treason, which will be disclosed to the police.

Retention of Data

Christ Church Preschool takes care to only store personal information that is absolutely necessary. Personal information is kept for the period of time requested following guidelines from PATA, these retention periods are either recommended or statutory. Stored information is filed in filing boxes and locked in the church archives. Once the retention period has lapsed, the information is destroyed.

For retention periods please see the data audit.

Data Subject Access Requests Policy and Procedures

This policy has been written to take into account the requirements of the General Data Protection Regulation 2018.

- Data Subject Access requests may be submitted in any form but staff may request that the individual confirms the request in writing (this can be by email or letter).
- The request will be forwarded to the settings Data Protection Lead (DPL) for the organisation.
- The DPL will consider if the request can be refused. It can only be refused if it is 'manifestly unfounded or excessive'.
- We may request evidence of identity to ensure data is being disclosed to the correct individual.
- There is no fee for processing a Data Access Request unless the request is 'manifestly unfounded or excessive'. Even if this is the case the fee must only cover administration costs. It is permissible for us to charge a fee for additional copies of the same information.
- We will respond without undue delay and within 1 calendar month from the initial request. If requests are complex or numerous this can be extended to 3 months but this must be fully explained within the 1 month deadline.
- If the request is extremely broad we may seek clarification on the exact scope of the data required.
- A decision will be made on what systems and files should be searched for relevant personal data. We will keep a note of this as evidence of the steps taken in case a complaint is made by the individual to the ICO.
- We will consider if all the data should be disclosed. There are very limited exemptions where disclosing the data would 'adversely affect the rights and freedoms of others'. This is most likely to mean redacting the information to take out anything identifying a third party or if the data is related to a criminal offence.

- A copy of the data to be disclosed will be sent to the requestor. Where possible, and certainly if the request was made electronically the data will be provided electronically in a commonly used electronic format. If it is a paper copy it will be sent recorded delivery, if via email a delivery receipt will be requested as evidence that it was sent.
- A covering letter/email will also be sent containing the following information:
 - i. The categories of their personal data being processed by us (eg fees)
 - ii. The purposes for which the processing happens (eg fee payment)
 - iii. To whom the data may be disclosed (eg GCC, HMRC)
 - iv. Details of the source of the data (eg registration form)
 - v. How long the data is retained by us
 - vi. The right to have inaccurate data corrected
 - vii. The right to make a complaint to the Data Protection Commissioner
 - viii. If the automated decision making applies meaningful information about how these decisions are made will be supplied
- If we are refusing to comply with the request we will send the requestor a letter explaining our decision and outlining their right to complain to the Information Commissioner.
- A record will be kept of our efforts to comply with the request, the date that we provided the information and any correspondence in case of future investigations by the ICO.

For more information on 'manifestly unfounded or excessive' requests please see the ICO website.

Records, Information Sharing and Confidentiality

Records

As a childcare provider, Christ Church Pre-School recognises the importance of maintaining up to date and accurate records, obtaining and sharing information (with parents/ carers, other professionals working with the child, the police, social services or Ofsted as appropriate), to ensure a safe and efficient management and to help to meet all the children's needs.

We will maintain a regular two-way flow of information with parents/ carers and between providers if a child is attending more than one setting.

It is a legal requirement to hold certain information about the children and families using our setting and the staff here. All records will be stored and remain in a locked cabinet within the setting, in line with the Data Protection Act.

Children's learning journeys are kept in the children's draws, or in a designated box stored in a locked cupboard and the cameras in which we take their photographs with are locked securely in the filing cabinet after the end of each day.

Records relating to individual children must be retained for a reasonable period of time after they have left the provision, records include registration, accident/incident and attendance records. We follow the Data Protection Act guidance on record keeping.

Some of Pre-Schools administration is done by the Play Leader and Deputies at their homes. Throughout all of these administrative duties, staff members ensure vigilance, confidentiality and safeguarding whilst completing documentation outside of the setting and ensure the safety of their paperwork at all times.

As part of our safeguarding culture, we recognise that the home working does present a grey area in balancing data safety. We continually ensure that Pre-School business is undertaken with a high level of protection by the people carrying it out and that where necessary, checks are carried out to ensure violation of children personal records and documentation is completely minimised. For example, all computers are password protected and documents that include children's details are shredded when no longer needed. No files regarding Pre-School will be stored on an employee's computer but will be stored on an encrypted USB stick.

OFSTED

We ensure we are OFSTED compliant and therefore we must ensure some records are easily accessible and available for inspection. These records include:

- Child's personal records
- Registers of attendance
- Complaints and concerns
- Accidents/incident books
- Child progress: Summative Assessments, learning journeys and any other additional progress or assessment forms e.g. My Plans
- Behaviour Management Procedure (Achieving Positive Behaviour)
- Evacuation Procedures and drills
- Staff records
- First Aid and medicine records
- Policies and Procedures

Transfer of records to school

At the end of the summer term, or when a child is transitioning to another setting or service,

a transition record needs to be completed and passed on. This record will be a summary of the child's progress so far in the setting.

Confidential records are shared during transition where there have been child protection concerns according to the process required by the Local Safeguarding Children Board. The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

When transferring records we will either post or take the information to the school or setting, ensuring it is addressed to the appropriate person, for example the setting or school's designated person for any record containing child protection information. All records will be marked as 'confidential'. We will always ensure that when passing information over it is 'signed for' and/or recorded.

Other Settings

When children attend another setting, at the same time, we will contact the other setting to establish a link with them to ensure the best outcome for the child. We will share developmental records with them, invite them in to our setting and we will share any safeguarding information with them as per our safeguarding policy. We will establish a link with them by sending a letter via the parent/carer and/or by email/telephone.

Confidentiality

Any child or adult using Christ Church Pre-School has the right to expect the private information they share to remain private.

Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them.

Information must be shared in a sensitive and respectful way.

We will ensure issues concerning the employment of staff remains confidential to the people directly involved with making personnel decisions.

Private information from parent/ carers, children and other colleagues should not be requested or shared with people outside Pre-School unless there is a clear reason to do so such as a child protection concern, in which procedures as stated in the Safeguarding Policy must be followed.

If a member of staff is told something or observes behaviour that gives rise to concern about the safety of a child or adult, then this should be raised immediately with the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

We will ensure any concerns/ evidence relating to a child's personal safety are kept in a secure, confidential file and are shared on a "need-to-know" basis.

If, however, a child is considered at risk, our Safeguarding policy will override confidentiality.

We will ensure that parents/ carers have access to files and records of their own children but not to those of any other child. Under the Data Protection Act, there are specific exemptions under which certain personal information may, under specific circumstance, be withheld from release (for example, a relevant professional will need to give careful consideration as to whether the disclosure of certain information about a child could cause harm either to the child or any other individual).

We will gain parental permission for any information to be used other than for the above reasons.

Christ Church Pre-School expects all members of staff, students, apprentices and volunteers, whether paid or unpaid, to maintain confidentiality and security of information and to take all necessary steps to ensure this.

Some parents may share information about themselves with other parents as well as with our staff; Christ Church Pre-School cannot be held responsible if information is shared by those parents whom the person has 'confided' in.

Confidential matters relating to the setting should not be discussed or mentioned on any social networking websites.

All members of staff, students, apprentices and volunteers will be made aware of the Confidentiality policy during the induction process including an awareness of the importance of confidentiality in the role of the key person.

Any breach of this policy may result in disciplinary action, and in serious cases, dismissal, under the disciplinary policy and procedures.

Accidents Procedure

Young children are prone to bumps and bruises during active play. At Pre-School we support children to actively make sense of the world around them. Young children should not be 'wrapped in cotton wool': little accidents are often the best way to prevent children in having 'big accidents'. Most upsets and incidents can be dealt with quickly and simply: a quick hug, some sympathy and a brush down before the child runs off to play again. Accidents that have resulted in a mark or bruise, that require a plaster, a cold compress etc. occurring whilst the child is in the care of the setting are recorded. The following details are written in the Accident/Incident Book:

- Description of accident/event: Where, when and how the accident occurred
- The name and date of birth of child involved
- Who witnessed the accident
- Description of the injury sustained and action taken
- Any further treatment that was made necessary e.g. In need of ambulance
- Signature of the qualified first-aider who dealt with the injury.
- Signature of the parent/carer on collection of the child concerned with a copy of the report.

All records of an accident or injury are kept in the child's file and logged in staff records for monitoring.

At least one person with a current Paediatric First Aid certificate is on site at all times, in line with the EYFS requirements although we strive to ensure all our staff have first aid experience, all first aid trained staff certificates are located on the display board in the foyer.

A First Aid box is located in each play room, along with an accident book. The first aid boxes are checked monthly and replenished when necessary by a designated member of staff. Records of these checks are kept in the first aid box.

The risk assessment records will be reviewed following any serious incident/accident or near-miss as part of the safeguarding/grey areas agenda item in staff and committee meetings.

Any incidents/accidents are recorded within the accident book, with near-misses incidents this will be recorded on a record sheet and reviewed within staff meetings and committee meetings where required. For clarification a near miss incident is where an injury could have occurred or a minor injury not requiring first aid treatment.

For very serious accidents to a child, the Parents/carers are contacted as soon as possible and the incident is reported to OFSTED and R.I.D.D.O.R where appropriate.

R.I.D.D.O.R

Christchurch Pre-School will gather advice on an individual basis from R.I.D.D.O.R regarding any of the following points within the work place, this may be by website, email or telephone.

R.I.D.D.O.R requires some events to be reported to the informing authority. The investigator may wish to interview the people involved, assessing the site and requesting certain documents. The following events must be reported to R.I.D.D.O.R and OFSTED by phone or fax and in writing using the appropriate form within ten days:

1 A death or major injury to an employee e.g. a fracture to a bone other than THUMBS, FINGERS and TOES.

2 A dangerous occurrence e.g. collapses of a ceiling resulting in an injury needing admission to hospital for more than 24 hours.

3 An accident where a member of the public is killed or taken to hospital.

4 An accident resulting in the person being off work or unable to carry normal duties more than 3 days or in a case of occupational disease a certificate is required from your doctor to resume work.

Website - www.riddor.gov.uk Email - riddor@notbrit.com Telephone - 0845 300 9924

PRIOR PARENTAL CONSENT FOR EMERGENCY TREATMENT IS INCLUDED ON THE CHILD'S ENTRY RECORD

Asthma

At Christ Church Pre-School we recognise the right for a child, with asthma, to be accepted fully into our pre-school. We aim to support and encourage children with asthma to enable them to participate fully in the life of the pre-school.

Parents are requested to inform us before the child begins attending, or as soon as the asthma is diagnosed, so that we can ensure that all staff are made aware. Parents will then be requested to give written permission for staff to administer the medication when required. If staff are required to give the asthma medication to a child it will be given in accordance with our medication policy and detailed in our medication book, they will also be asked to fill out an individual health care plan. Staff attend first aid training courses to ensure that they are able to give emergency first aid if required.

Parents/Carers MUST ensure that their child has the correct Asthma medication with them on each session they attend, handing over to a practitioner at the start of each session in case of an asthma attack and for the setting to carry out the correct treatment required.

We request that parents/carers check their child's medication each week, ensuring that it is in sufficient level and within its effective date. Christchurch Pre-School staff will check the children's medication at the start of every half term and then follow up with parents/carers if they notice any action being required such as levels of medication, condition or expiry date.

We maintain, as far as possible, an asthma-free environment by operating a non-smoking policy, and through adequate cleaning and dust control; ensuring all carpets are vacuumed on a daily basis if within the setting play rooms and rugs are shaken and swept daily at clearing up.

Emergency Closure

Continuity of service for children attending the Pre-School is really important to us, however, in order to operate we must meet the following criteria:

- The Safeguarding and Welfare Requirements of the EYFS.
- The requirements of our insurance policy.
- The number of qualified staff required.
- Appropriate staff: child ratios.
- The risk assessment of the physical environment of our setting.
- Our ability to safeguard the children in our care in the event of a critical incident.

An exceptional circumstance is defined as something which has happened beyond our normal level of control such as:

- Lack or failure of heating which would cause the pre-school to be unable to maintain a reasonable temperature in the building.
- Accidental damage or vandalism to the setting making it unfit for purpose.
- Failure in supply of services (water, sewerage, electricity, gas).
- Inadequate staff:child ratios due to staff illness.
- Extreme weather conditions such as snow, flood or storm. (Please note that our opening will usually run in conjunction with Christ Church Primary School; if they close due to bad weather then we will do the same).

If any of these, or any other situations which could cause users to be at risk occur, we may have to take the decision to close the Pre-School.

Staff will make every effort to get into work and continue to run Pre-School as normal however, at times, this may not be possible. Children will only be accepted by staff if the correct adult/child ratio can be maintained and it is safe for them to attend.

If a situation arises overnight, a decision to close will be made as soon as possible by the play leader or deputy play leader. In the event of a closure, parents/carers will be telephoned, texted or emailed by a member of staff (wherever possible). We will also do our best to put a post on our closed Facebook group and put a notice on the entrance door.

Should an emergency situation occur throughout the day whilst children are in Pre-School, staff will contact parents/carers as soon as possible if the decision is taken to close.

Pre-School ensure that any reportable closure is disclosed to OFSTED and the Early Years Local Authority as required.

No charge is made for places when Pre-School is not able to open for the day.

It is important to ensure that Pre-School has your correct contact details at all times.

Fire Safety Policy & Evacuation Procedure

Fire exits are identified to parents/carers and new members of staff and volunteers on placement during induction. Fire drills take place each term (Autumn, Spring, Summer) over a number of days to include all children attending the setting. Details and reviews of fire drills are kept in the group record file. In line with safety advice, whilst doors and gates are locked for security reasons, the locks are always in a prominent position for easy access in case of a fire.

Fire drill notices are displayed in the pre-school halls. The Play Leader and all staff have responsibilities during the fire drill. Parents/carers on rota duty with children/toddlers not on pre-school register are responsible for their child for the whole of the session including during a fire drill.

Exits from individual rooms are:

Lansdown/Bayshill:

- Through the chair store, into the Harwood Hall. Then go to the side door (turnbuckle lock), nearest the cupboards, into the courtyard garden. Use the sliding door if this is already open and in use. Then out the 'fire door' at the rear end of the courtyard. The assembly point is by the tree on the right hand side.
- If it is unsafe to go through the chair store or the chair store is closed off, go through one of the main doors (opened by the high level catch) into the foyer and then out through the main front door. The assembly point is the large separation wall on the left hand side (where the bins are kept).

Harwood Hall:

- The side door (turnbuckle lock), nearest the cupboards, into the courtyard garden. Use the sliding door if this is already open and in use. Then out the 'fire door' at the rear end of the courtyard. The assembly point is by the tree on the right hand side.

The following drill is put in effect in the case of fire:

1. On discovering fire, activate the alarm, if smoke alarm not already sounding.
2. The staff evacuate ALL of the children, volunteers and adults via the nearest appropriate fire exit and make way to the assembly point. Doing a head count as vacating to ensure all children etc. are accounted for, ensuring toilets and corridors are checked and doors closed, the designated person to carry out the checks are the room leader Kerry Street, Lisa Davis for morning sessions and Vicki West in the afternoon sessions (In the absent of Room leads it will be Sophia Peart or Natalie Painter).
3. One of the Fire Safety officers Lisa Davis/Vicki West or designated person's will report the fire incident to the Fire Brigade, keeping the phone with them on their person at all times.
4. The Play Leader will collect the register and signing in books. They will then do a role call to all children, volunteers and staff/ adults, ensuring everyone is present.
5. The headcount of all children and adults will be checked with the sign in sheet so as to identify a missing person at the earliest opportunity.
6. Wait for the Fire Brigade to arrive or the case of a drill, record time taken to evacuate and return to premises.
7. If re-entry to the church premises is prohibited everyone will walk to Christ Church Primary School, Malvern Road where a safe area will be made available for our use. From here staff will contact parents/carers to arrange for the children to be collected, 2 members of staff will remain until the last child has been collected.

Designated Fire Officers are: Lisa Davis & Vicki West

Designated Health and Safety Officers are: Vicki West and Lisa Davis

Copies of this drill are prominently displayed within the premises.

Health & Safety

Christ Church Pre-school believes that the health and safety of children and users of the setting is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

The Committee and Play Leader are primarily responsible for health and safety, and they are competent to carry out these responsibilities. They regularly update their knowledge and understanding of health and safety. We display the necessary health and safety poster in the Playgroup.

Risk assessment

Our risk assessment process includes:

- checking for hazards and risks indoors and outside; and in our activities and procedures for both adults and children
- developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.

We maintain lists of health and safety issues, which are checked: daily before the session begins; annually - when a full risk assessment is carried out.

Risk taking is also an essential feature of play provision. The provision aims to offer the children the chance to encounter acceptable risks as part of a stimulating challenging and controlled learning environment. The children are supported and encouraged to carry out simple tick list risk assessments for outdoor play.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in the Lansdown/Bayshill room.

Awareness raising

Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.

- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part and read all pre-school policies.
- Health and safety is discussed regularly at staff meetings.
- We have a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Children's safety

- We ensure all staff employed have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults will be present.
- We comply with Statutory requirements regarding ratios of adults to children.

Security

- Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - volunteers and visitors - are recorded.
- The personal possessions of staff and volunteers are securely stored during sessions.

Kitchen

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

Electrical/gas equipment

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

Storage

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

Outdoor area

- Our outdoor area is securely bricked.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- All outdoor activities are supervised at all times.

Hygiene

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

Activities

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.

- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials - including paint and glue - are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

Animals

- Animals visiting the setting are free from disease and safe to be with children, and do not pose a health risk.
- Children wash their hands after contact with animals.
- Parents and Carers are asked about any known allergies or aversion that their child may have to animals before they start attending.

COSHH

Christ Church Pre-School recognises that using chemicals or other substances can put the health of staff, children, parents or members of the public at risk. The law requires employers to control exposure to hazardous substances to prevent ill health. We have a duty to protect employees and others who may be exposed, by complying with the Control of Substances Hazardous to Health Regulations 1999 (COSHH).

Hazardous substances in Pre-School include:

- Substances used directly in work activities (e.g. cleaning agents)
- Naturally occurring substances (e.g. grain and dust)

To ensure we abide by the COSHH regulations we always ensure that we:

- Assess risks to health arising from hazardous substances used in/or created by our workplace activities.
- Decide what precautions are needed. We never allow staff to carry out work which could expose them to hazardous substances without considering risks and necessary precautions are taken to comply with COSHH.
- Prevent or adequately control exposure.
- We will prevent our employees, children, and parents from being exposed to hazardous substances.
- Ensure that control measures are used and maintained properly and safety procedures are followed.
- Ensure employees are properly informed, trained and supervised.

COSHH is the control of substance or mixture of substances classified as dangerous to health.

Illness and Infection

The health and well-being of all children attending pre-school is paramount and we undertake to ensure this by following the NHS guidelines on infectious illnesses in children and adults and the advice from the Public Health of England.

Pre-school staff will inform all parents/carers accordingly, to their preference of communication, regarding any outbreaks or infectious illness. This will allow people the opportunity to take steps to limit their own exposure (for example pregnant women) No child or adult suffering from an infectious illness, or who appears to be suffering from such, is allowed to attend pre-school.

Illness

It is not the policy of pre-school to exclude children unnecessarily, or to have in place policies which are so rigid that they are never followed in practice. However, we reserve the right to refuse entry to a child if we feel they are too unwell to attend. Pre-School is NOT the place for a sick child.

If a child becomes ill whilst at pre-school, or their temperature becomes raised, the parent/carer will be asked to pick up their child as soon as possible. If the parent/carer is unavailable then the emergency contact, as stated on the child's application form, will be contacted instead.

In the event of a child falling seriously ill, emergency services will be called as necessary and the child may be taken to hospital accompanied by a suitable member of staff for emergency treatment.

All parents/carers are asked to sign a declaration form before their child starts regarding emergency treatment and first aid.

Temperatures

Any children that have had a temperature and/or are in need of paracetamol or ibuprofen to support the temperature to reduce, will not be allowed into pre-school for 24 hours after symptoms have ended. This is to ensure that their temperature can remain within a normal range of 36.4C to 38C. (We follow the NHS for the guidelines on temperatures this can be found at www.nhs.uk)

Calpol (And Other Medicines Similar)

We are a 'Non-Calpol' pre-school. If you have administered Calpol, or similar, to your child, they will not be able to attend pre-school for 24 hours from the time when the medicine was ingested. This is because the medicine can mask the effects of illness which could then be passed on to other children. The only exception to our 'Non-Calpol' policy is when a prescription for it from the doctor has been given (that is not temperature related) and in individual extreme circumstances, which has been discussed and agreed by the pre-school management team, the parents/carers and/or relevant medical professionals.

Head Lice

Anyone can catch head lice, but preschool children, primary school children and their families are most at risk. Head lice are spread most commonly by close person-to-person contact. It is the parents/carers' responsibility to check and treat their own children for head lice. Head lice are a fact of life and the only guarantee that your child will not have them, is to check your own child regularly. If head lice are suspected or found at pre-school all parents/carers will be suitably notified but no naming of children will be given. Any outbreak of head lice must be treated effectively and in time for the next pre-school session.

Antibiotics

If your child is prescribed antibiotics they must not come into setting for 24 hours after the first dose. This is to ensure that your child does not experience an adverse reaction to the medicine. Please note, even if your child has been exposed to the antibiotics previously, the same rule applies.

The only exception to our 'Antibiotic' policy is in individual extreme circumstances, which has been discussed and agreed by the pre-school management team, the parents/carers and/or relevant medical professionals.

Sickness and/or Diarrhoea

If your child has sickness and/or diarrhoea, they must not come into the setting for 48 hours after the last episode.

Conjunctivitis

If your child has conjunctivitis they must not come into setting for 24 hours after their first dose of treatment (normally eye drops). Pre-School staff that are first aid trained can only administer treatment that is prescribed by your GP. Medication that is sourced over the counter treatment must be administered by parents or named carer.

Lockdown

A lockdown may take place where there is a perceived risk or threat to Pre-School, its staff, children, visitors or property.

Christ Church Pre-School recognises the potentially serious risk to children, staff and visitors in emergency or harmful situations.

Where possible Pre-School will act to ensure the safety of all personnel in the setting in the following situations (as an example):

- In the event that unauthorised person(s) considered dangerous, are on Pre-School grounds.
- In instances, including domestic breakdowns, where estranged parties are attempting to abduct children.
- In instances where a person(s) become a threat to the well-being of others.
- In instances where a person(s) has made threats to enter the premises when not allowed and are not on the premises yet; and/or where Police or appropriate authorities have locked down the local area due to a threat (this is known to us as a 'soft lockdown')

A lockdown will be initiated by the first person aware of an issue raising voice/shouting within the room "CLOSE ". The lockdown procedure will be practised from time to time so that staff and children are familiar with it. Parents and Carers will be advised when this is happening.

Procedure:

Follow the CLOSE procedure:

Close all curtains (where applicable)

Lock up

Out of sight and minimise movement

Stay silent and avoid drawing any attention

Endure – be prepared that you may be in lockdown for some time.

The following steps provide guidelines for staff in an emergency situation on how to raise the alarm:

1. Upon alerting the staff in your room that we are on lockdown, the person closest to the chair store door, must run through and inform the other room.

The following steps provide guidelines for staff and visitors in an emergency situation in Lansdown Room (Messy Monkeys):

1. Staff will secure all windows and doors where applicable.
2. Instruct all children and staff to go into the toy cupboard.
3. If anyone is in the outside area call them in, and follow procedures for the Harwood Hall if not safe enough to get to the Lansdown Room.
4. The last person into the cupboard will be the senior member of staff and they will lock the door behind them.
5. A headcount will be taken, followed by the register.
6. Once all persons are accounted for the doors will be barricaded with whatever possible by a nominated person.
7. Staff will ensure that the children are kept calm and quiet and remain, as much as possible, out of sight.
8. If a phone is available (with staff in the toy cupboard), the most senior member of staff calls 999.

9. No one will be allowed out of Pre-School until all clear has been given and normal situations resume.

The following steps provide guidelines for staff and visitors in an emergency situation in Harwood Hall (Busy Bees):

1. If anyone is in the outside area call them in.
2. Staff will secure all windows and doors and will close all curtains where applicable.
3. Instruct all children in the hall to make their way calmly and quietly to the chair store.
4. The first member of staff into the chair store locks the connecting door into the Lansdown room, the last member of staff in locks the connecting door into the Harwood hall.
5. A headcount will be taken, followed by the register.
6. Once all persons are accounted for the doors will be barricaded with whatever possible by a nominated person.
7. Staff will ensure that the children are kept calm and quiet and remain, as much as possible, out of sight.
8. If a phone is available (with staff in the toy cupboard), the most senior member of Staff calls 999.
9. No one will be allowed out of Pre-School until all clear has been given and normal situations resume.

The following steps provide guidelines for staff and visitors in an emergency situation in Lansdown Room (Afternoon Session of Lively Ladybird's):

1. Staff will secure all windows and doors where applicable.
2. Instruct all children in the Lansdown room to make their way calmly and quietly to the chair store.
3. The first member of staff into the chair store locks the connecting door into the Harwood hall, the last member of staff in locks the connecting door into the Lansdown room.
4. A headcount will be taken, followed by the register.
5. Once all persons are accounted for the doors will be barricaded with whatever possible by a nominated person.
6. Staff will ensure that the children are kept calm and quiet and remain, as much as possible, out of sight.
7. If a phone is available (with staff in the toy cupboard), the most senior member of Staff calls 999.
8. No one will be allowed out of Pre-School until all clear has been given and normal situations resume.

At **NO** time will staff attempt to physically remove an unwanted visitor. Staff will follow the directions of the police as instructed or requested.

‘Soft lockdown’ procedures will be following step 1 above (if children are outside they will come into the building and return to their allocated room). Practitioners will then await further information from a senior staff member. Practitioners are to continue on with their daily routine to ensure that the children present are not affected of the incident that is arising.

In the event of a Lockdown staff are to use their initiative for everyone’s care and safety and use a best fit judgement at the time, which may mean that we will discard of the loan worker

policy that we have in place at Pre-school. In the event of this and staff are able to they should relocate to Christchurch School Malvern Road following steps of the Fire Evacuation Policy we have in place.

Manual Handling Policy

The Manual Handling Regulations are part of a wider campaign to reduce back injuries and accidents at work. Pre-school has a duty to ensure that you are aware of how to reduce the risks of manual handling that you may need to undertake in line with your role as an employee or parent volunteer.

The main objective of this policy is to reduce the risk of injury and disablement caused by manual handling in the workplace to the minimum. Therefore, Christ Church Pre-School has a duty of care to ensure that;

- Minimum requirements for the manual handling of loads are followed where there is a particular but not exclusive risk of back injury to workers.
- The need for manual handling is avoided or, when it cannot be avoided, an assessment is made of the operation and where there is a risk of injury, appropriate steps taken to reduce or avoid that risk.
- Assessment of manual handling operations take into account factors which include characteristics of the load, the physical effort required, characteristics of the working environment and the requirements of the task.
- Information and training is provided to workers and managers on assessment and manual handling principles, this training is part of Christchurch Pre-School staff inductions process and then all staff are required to renew manual handling training every three years.

Employers and volunteers at Christ Church Pre-School are required to: (Blue font is specific to our practice at Christ Church Pre-School)

- Avoid manual handling operations that involves a risk.
- Assess remaining manual handling operations: Picking up chairs: Do not carry more than 4 chairs at a time. All other furniture should be rolled or wheeled into position. The climbing frame should only be moved by a minimum of 2 people. Heavy furniture should only be moved when children are safely on the mats or out of the hall. The sack truck should be used to move heavy items. Two are available: one inside and one outside.
- Reduce the risk of injury: Staff should assess any risk in relation to manual handling/ safety issues and should not undertake any actions that pose a risk and are avoidable.
- Provide general information on the weight of loads (inc children): Children should be encouraged to do as much as possible for themselves and carrying children for any length of time should be discouraged. Children should always however, be comforted when upset or picked up in instances when their safety is at risk.
- Review the assessment: Any member of staff should highlight any concerns or issues as part of their day-to-day reflection and risk assessment. Any issues will be rectified as necessary and maybe raised as a safety grey area during staff or committee meetings.

The Employee has a duty to ensure that they are fit and well and that they do not put themselves or any children at risk as a consequence of their actions. They should also ensure they make full and proper use of systems provided.

Administration of Medicine

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness. We ensure that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements. In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. Our staff are responsible for the correct administration of medication to children whilst they are in the care of pre-school. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the play leader is responsible for the overseeing of administering medication.

Storage of medicines

All medication is stored safely out of children's reach and refrigerated if required. Where the refrigerator is not used solely for storing medicines. The staff are responsible for ensuring medicine is handed back at the end of the day to the parent. For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when-required basis. Key persons check that any medication held in the setting, is in date and return any out-of-date medication back to the parent.

Children who have long term medical conditions and who may require ongoing medication

We carry out a risk assessment and an Individual Health Care Plan for each child with a long term medical condition that requires on-going medication. This is the responsibility of our play leader alongside the staff. Other medical or social care personnel may need to be involved in the risk assessment.

Parents will also contribute to the risk assessment and care plan. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.

For some medical conditions, staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of their care plan. The risk assessment and care plan includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs. The risk assessment and care plan includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.

The health care plan should also include the measures to be taken in an emergency.

We review the health care plan every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.

Managing medicines on trips and outings

If children are going on outings, the staff will accompany the child with a risk assessment and will be fully informed about the child's needs and/or medication.

Medication for a child is taken in a sealed plastic box/ zipped bag clearly labelled with the child's name and the name of the medication. Inside the box/zipped bag is a copy of the medical information including the sheet. On returning to the setting the, if the medication has been administered, the parent signs the medication record sheet.

Hospital Admission

If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box/ zipped bag clearly labelled with the child's name and the name of the medication. With the box is a copy of the consent form signed by the parent.

Pandemic Illness Policy

At Christ Church Pre-School we recognise the importance of advanced planning in order to maintain services and limit the spread of pandemic type illness within our setting. Pandemics viral infections such as Swine flu (H1N1), and Coronavirus Disease (COVID-19) are typically spread from person to person by close contact.

Symptoms include a Sudden fever and/or a Sudden cough

Any child who becomes ill whilst at pre-school will be isolated from the other children until they can be collected by his or her parents/ carers. Christ Church Pre-School will remain open but parents and staff will be informed, especially those in high risk groups. Following a widespread outbreak, any children or staff who are experiencing symptoms of such flu's should remain at home until symptoms have passed and they feel well again.

Infection Control

The type of pandemic viruses are often spread by:

- Infected people passing the virus to other through large droplets when coughing, sneezing, or even talking within a close distance (one metre or less).
- Direct contact with an infected person: for example, if you shake or hold their hand, and then touch your own mouth, eyes or nose without first washing your hands.
- Touching objects (e.g.: door handle, light switches) that have previously been touched by an infected person then touching your own mouth, eyes or nose without first washing your hands.

A virus can survive longer on hard surfaces than on soft or absorbent surfaces. We will limit the risk of catching or spreading any viruses at playgroup by:

- Regular handwashing
- Minimizing contact between our hands and mouth/nose, unless we have washed our hands.
- Covering nose and mouth when coughing or sneezing; using a tissue when possible and disposing of the tissue promptly and carefully (bag it and bin it).
- Encouraging the children to follow the guidance above.
- Instructing staff to remain at home if they display any relevant symptoms or sending them home if they first display symptoms while at work.

At Christ Church Pre-School we will promote infection control through the methods above and in addition we will:

- Display posters and information to promote infection control
- Ensure that adequate supplies of cleaning materials are available
- Dispose of waste promptly and hygienically

- Clean hard surfaces (e.g.: door handles) with sanitizer regularly
- Provide tissues and suitable facilities for their disposal

Closure

Often closing individual settings is of limited benefit in stopping the spread of the disease. However, there may be some occasions when we have to consider temporarily closing the setting because we have too few staff to run sessions safely. If this occurs the play leader will contact Gloucestershire's Early Years team for further support and guidance. The pre-school would also need to close if advised to do so by the local authority in the interest of safeguarding the children in our care.

In the event of closure, the play leader will notify parents and carers as soon as possible. The play leader will also inform the local childcare information service as well as other relevant parties, e.g., schools, other users of the premises etc. The play leader, if required to do so based on advice, will also inform Ofsted of the closure.

Please refer to our Emergency Closure Policy too.

Advance Planning

In preparation for dealing with a pandemic disease, Christ Church Pre-school will ensure that all contact details for staff, children and parents are up to date. We will endeavour to build a bank of relief or supply staff who are able to provide cover should staffing levels fall below the required legal minimums. Any relief staff will be DBS checked at the time of joining our team, so that they are legally able to work with children should the need arise. Christ Church Pre-School will regularly update information regarding pandemic disease by checking the latest guidance from the DfE.

Our Ethos

Our ethos is that the early years of children's lives are fundamental in setting the building blocks for their future. We believe that every child is unique and we strive to provide high quality childcare and education that is inclusive of all children's individual needs. Learning through play is at the core of our ethos and focusing our attention on children's individual needs and interests. We work closely with parents/carers and other professionals to ensure we support children to be the best they can be.

Aims of the Pre-School

Within the group all children are supported in developing their potential at their own pace. We recognise that every child is unique.

We Aim:

- To provide a challenging and enjoyable experience for each child in all areas of learning and development.
- To help children develop social skills such as taking turns, sharing, playing together, respect of other people and property, a sense of right and wrong, learning to be strong and independent through positive relationships.
- To ease the transition of young child from home to school, developing their listening skills and encouraging verbal communication with adults and children outside the home.
- To provide a safe, secure, and stimulating environment in which children are happy.
- To provide equal opportunities for all children and families.
- To encourage children to develop number and letter skills/recognition through play activities.
- To enjoy books and stories, songs, and rhymes. To encourage them to learn and recognise their names and begin to write letters.
- To aid children in the development of both small and large motor skills.
- To encourage children to have a lively and enquiring mind in experiencing both natural and man-made materials in the world outside the home.

Clothing and Footwear

Children will be required to wear clothing that is appropriate to the temperature and weather when participating in outdoor activities. (See also Outdoor Play Policy).

During cold months' parents/carers should provide, jackets, hats, scarves and gloves and these will be put on the children as appropriate. In warm, sunny weather, parents/carers are advised that children's shoulders should be covered and sun hats should be provided.

Children will be required to wear sensible shoes, preferably close-toed, when playing outside and on the climbing frame. No wellington boots, crocs, slippers, flip flops or dressing up shoes will be permitted on the climbing frame.

If a child does not have appropriate clothing for the weather conditions, Pre-School will attempt to provide alternative clothing from the spare clothes box. If Pre-School are concerned at all about a child's clothing or footwear and efforts to support parents with this have been exhausted, the Safeguarding Policy may be applied.

Sun Protection

Parents/carers are requested to send their children to Pre-School with sun cream already applied on days when it is sunny. Written consent will be obtained from parents/carers in case top up sun cream needs to be applied (on the registration form). Parents/carers may provide their own sun cream if they so wish. Parents/carers are also asked to send children to Pre-School with a suitable sun hat for sunny days.

Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others. We encourage learning through play and provide the children with carefully planned activities

The Pre-School provides a curriculum for the foundation stage of education. This curriculum is set out in a document, published by the Qualifications and Curriculum Authority and the Department for Education and Skills, and called The Early Years Foundation Stage. Our Pre-School follows this guidance.

The Early Years Foundation Stage is divided into seven areas of learning which are all very important and inter-connected. These are:

- Communication and Language
- Physical development
- Personal Social and Emotional development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The three prime areas are:

Communication and Language

We provide opportunities for children to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

Physical development

We provide opportunities to enable children to be active and interactive, developing their coordination, control and movement. We also help children to understand the importance of physical activity and to make healthy choices in relation to food.

Personal Social and Emotional development

We provide children with experiences which will help them to develop a positive sense of themselves and of others, to form positive relationships and develop respect for others; experiences to help them develop social skills and to learn how to manage their feelings, understand appropriate behaviour in groups and to have growing confidence in themselves.

The following areas are the four specific areas, through which the three prime areas are strengthened and applied:

Literacy

We provide activities to help with linking sounds and letters skills, pre-writing skills and learning to recognise, sound out and to form and write letters.

Mathematics

We provide opportunities to develop and improve children's skills in counting, understanding and using numbers, calculating, describing shapes, spaces and measures

Understanding the world

We give children opportunities to make sense of their physical world and their community,

enabling them to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design

We give opportunities for the children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through activities in art, music, movement, dance, role play and design and technology.

We have a curriculum mapped out that shows the above in more detail.

Key Person Allocation

Staff at Christ Church Pre-School are highly committed to identifying and meeting the individual needs of each child attending. To aid this process, and in line with the Early Years Foundation Stage Framework, a Key Person system is in place whereby each child attending is allocated a Key Person.

Our Key Person system ensures that each child is nurtured and given the opportunity to reach their full potential. The Key Person allocation gives your child a special adult to relate to. We believe this makes settling into the group far easier for your child.

The Key Person will maintain a link to home by working with you as their parents/carers through shared record keeping. Your Key Person will meet with you at regular intervals and continuously assess your child's progress. Your Key Person is available to discuss any worries or concerns you may have, when necessary.

Our Key Person approach is centred around the needs of each individual child. To ensure your child's experience is enriched and they have continuous opportunities to reach their full potential our Key Person allocation is subject to change.

Whilst all children have an allocated Key Person we ensure all of our staff develop relationships and interact with all the children attending. Ensuring all children have strong attachments and feel safe and secure with all staff members at Pre-School is of high importance to us. Therefore, where a change is made to a key person, there is very little impact on the child.

We will always ensure, when a change is made to a key person a detailed, smooth transition is done and that you, as a parent/carer, are fully informed of the change.

Role of Key Worker

The role of the key worker on a day to day basis is to build a bond with their key child to enable a smooth transition for the child. To write reports as per the settings guide on writing reports. To keep up to date the child's folder (learning record). To write, understand, implement and keep up to date the child's next steps. To attend any SEN or safeguarding meetings as appropriate. To liaise with any future schools or settings that the child moves on to.

Outdoor Play

Children are given the option to play inside or outside throughout most of their preschool time. Children will be supervised by staff when doing outside activities. If the weather is extreme and being outside presents a risk to the safety of the children they will remain indoors where staff will also be present.

Outdoor play is essential for all aspects of a child's development. It can provide children with experiences which enable them to develop intellectually, emotionally, socially and physically. In doing so it provides a rich context for the development of their language and encourages positive attitudes towards a healthy lifestyle.

At the centre of our ethos is the belief that by encouraging children to embrace the outdoor world we are helping future generations to understand the natural world we live in. Teaching children from a young age the importance of respecting our planet, understanding food and life cycles and awareness of sustainability will help nurture positive attitudes for generations to come. Valuing their environment as their 'third teacher' (with parent and practitioner being first and second) early years learning can shape environmental attitudes, knowledge and actions, equipping future generations with the tools they need in our ever-changing global situation.

Preschool places an extremely high importance on using outdoor experiences in all aspects of their planning to support children's learning. The Characteristics of Effective Learning: those of Play and Exploring, Active Learning and Creativity and Critical Thinking, form strong foundations for the environment we create and the experiences we plan. Each and every area of learning is covered in abundance within the planned outdoor environment and practitioners are constantly watching, listening and making judgements about the best way to promote children's learning and understanding.

When planning Outdoor play, adults will consider the following:

- Safety
- Whether the area is offering challenging and exciting play
- Different age groups of children and levels of ability using the space
- Supervision and delegation
- Children's individual needs
- Continuation of indoor activities
- Both adult-led and child-initiated opportunities that are on offer

Children's safety in the outdoor environment both in and out of setting is managed effectively. Children are taught the skills they need to keep themselves safe and a common sense approach is used and modelled with regard to managing risks. As the indoor environment is checked for hazards each day, so is the outside area. Visits out of setting are planned using a detailed plan, including a risk and safety check. Staff ratios are maintained at all times, with additional staff on setting visits where appropriate, to ensure ratios can be maintained in any reasonable eventuality.

"Physically the area has to be safe but still allow risk and challenge. Safeness is about enabling things to happen, not shutting down opportunities."

Playing Outside – Helen Bilton

Christ Church Preschool ensures that equality of opportunity outside is covered by the following:

- Ensuring that all children have the ability, or the support they need to play, explore, and experience all outdoor learning opportunities.
- Monitoring and observing children's use of the outdoor area, reflecting on provision to ensure it meets the needs and interests of its users.
- Respecting any cultural issues or preferences that arise from outdoor play experiences.

Outdoor play experiences happen all year round and in every weather at preschool: torrential rain is simply another learning opportunity!

Full waterproofs and wellies are requested from parents to enable their child to take full advantage of the range of outdoor and messy/sensory activities on offer. We will support outdoor play experiences in the summer through encouragement of sun cream use and appropriate clothing such as sun hats.

Outings

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

Procedure

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting. This general consent details the venues used for daily activities.
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to three children, depending on their age, sensibility and type of venue, as well as how it is to be reached.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- A mobile phone will always be on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of parents/carers.
- All adults and children will wear hi-viz vests, allowing them to be easily identified and visible to traffic.
- Younger children will always hold an adults hand when walking to and from the Pre-School. Older children will walk in twos in front of their assigned adult. The whole group will always stay together and walk at the pace of slower children.
- When arriving at the destination a headcount will take place. This procedure will be regularly carried out throughout the outing and upon safe arrival back at the Pre-School.
- In case of an accident, where possible, the whole party will return to the setting.
- If a child is found to be missing during the outing, we will follow the guidelines set out in our lost child policy.
- The staff member in charge of the outing must plan the route ahead of time and if any roads are to be crossed, at least 1 adult (wearing a hi vis jacket) must be available to stop traffic.

Admissions, Waiting List and Notice Period

Policy Aims

- To operate a fair and open system for admissions.
- To honour the needs of our existing children and their families.
- To meet the legal commitments for child numbers, staffing levels and space requirements.
- To maintain the financial viability of our setting.

Our sessions are available for children aged from 2 years. Sessions run from 8.30am-9am, 9am-12pm, 12pm-12.30pm. In special circumstances, a session time of 12:30 – 3 may be agreed upon.

Waiting List

Spaces at Pre-School are allocated in a fair and reasonable manner.

Our waiting list is designed for when we are unable to allocate or offer a place for a child at the time of request.

Priority is given to children depending on how long they have been on the waiting list.

A space can be reserved for a child for up to a maximum of one (3 month) term.

In the event that there is a high request for spaces for September, children currently attending and continuing into the next academic year will be offered first choice on sessions for the upcoming September.

Admission

We take the following matters into account when prioritising and deciding on admissions:

- Availability of places, taking into account the staff: child ratios, the age of the child and any registration requirements
- Children who have siblings who are already with us
- The Pre-School's ability to provide the facilities necessary for the welfare of the child, including appropriate staffing arrangements
- Any extenuating circumstances affecting the child's welfare or the welfare of his/her family.

On signing your child up to Pre-School you will be given a registration form, a permission form and a welcome leaflet full of information about the setting. On admission to Pre-School you will need to bring back the completed registration form and permission form in order for your child to be able to attend.

Notice Period

The notice period required if a child is to leave Pre-School is 2 weeks. It is up to the parent if their child attends Pre-School for the notice period, but payment will be sought for this notice period, either by funding (if appropriate) or invoice.

Compliments and Complaints

Recording a Compliment

Any compliment, verbal or written, about our Pre-School would be very welcome and very helpful to us. It is good to know if and when we are exceeding expectations. We have a dedicated draw on our parent table in the foyer and value any feedback from parents/carers or other community members. We also issue annual questionnaires and feedback requests and utilise the comments and suggestions to plan forward for new improvements. We also appreciate parents recommending our setting.

What is a Complaint and the Complaints Procedure?

The NSPCC provides this explanation: "...when you want to let (us) know that you think we have done something wrong, or haven't done something that we should have, that you are not being treated fairly and you want something to change or stop."

Christ Church Pre-School is committed to providing a safe, stimulating, consistent, and accessible service to children and their parents/carers. We always aim to provide high quality services for everyone but accept that sometimes things do not always go to plan. In such circumstances, we want to know so that we can put right and learn from our mistakes.

This policy constitutes the settings formal Complaints Procedure. It will be displayed on the premises at all times. Under normal circumstances, the Play Leader will be responsible for managing complaints. If a complaint is made against the Play Leader, the Chair will conduct the investigation. All complaints made to staff will be recorded in detail.

Complaints forms are always available in the draw on the parent table of the foyer, if you wish to complete this form, please feel free to do so. You can either hand to a staff member or anonymously fill this in and place into the green letter box by the Pre-School entrance.

Stage One

If a parent/carer has a complaint about some aspect of the Pre-Schools activity, or about the conduct of an individual member of staff, it will often be possible to resolve the problem by simply speaking to the individual concerned and/or the Play Leader. The setting is committed to open and regular dialogue with parents/carers and the setting welcomes all comments on its services.

In the first instance, parents/carers are encouraged to speak directly to the relevant member of staff, if deemed appropriate. If not, the Play Leader should be approached, and they will try to resolve the problem.

If a satisfactory resolution cannot be found, then Stage Two of the procedure will formally come into operation.

Stage Two

If informal discussions of a complaint or problem have not produced a satisfactory resolution to the situation, parents/carers should put their complaint in detail and in writing to the Play Leader. Relevant names, dates, evidence, and any other important information on the nature of the complaint should be included.

If the Play Leader has good reason to believe that the situation has child protection implications, they will discuss these with the Designated Safeguarding Lead and may contact the Local Safeguarding Children Board, according to the procedure set out in the Child Protection policy or the Allegations Management policy if applicable. If any party involved in the complaint has a good reason to believe that a criminal offence has been committed, then they will contact the police.

Pre-School will acknowledge receipt of the complaint as soon as possible - within three working days at least – and fully investigate the matter within 15 working days. If there is any delay, the setting will advise the parent/carer of this and offer an explanation. The Play Leader will be responsible for sending them a full and formal response to the complaint.

The formal response to the complaint in writing from the setting will be sent to the parent/carer concerned and copied to all relevant members of staff if appropriate. The response will include recommendations for dealing with the complaint and for any amendments to the Settings policies or procedures emerging from the investigation.

The Play Leader will arrange a time to meet the parent/carer concerned and any other relevant individuals, such as members of staff, to discuss the complaints and the settings response to it. The Play Leader will judge if it is best for all parties to meet together or if individual meetings are more appropriate.

Please note, the Play Leader reserves the right to involve the Chairperson at any given stage.

Stage Three

If at the conclusion of this process parents/carers remain dissatisfied with the response they have received, the original complaint along with the settings response will be passed to the Chairperson who will adjudicate the case.

The Chair will communicate a detailed response, including any actions to be taken, to both the Play Leader and the parents/carers concerned within 15 working days.

Stage Four

If the complainant is still not satisfied, they should contact OFSTED.

OFSTED Details are:

OFSTED Complaints, Piccadilly Gate, Store Street, Manchester, M1 2WD

Telephone number: 0300 123 4666

Email: enquiries@ofsted.gov.uk

Debt Recovery

Our collection and debt recovery policy ensures that collection methods are fair to everyone, taking into consideration those on low incomes.

It is recognised that people do not pay their debts for a variety of reasons. Some people will have difficulty in paying. Pre-School will endeavour to help such people and minimise the impact of debt on them. We encourage all parents to discuss any difficulties in paying with us and arrangements can be considered in regard to a payment plan. This could be, but not limited to, payment in two parts – beginning of term and end of term, weekly or monthly payments. The aim of this policy is to minimise recovery action and helping to alleviate hardship. Where people fail to make contact or maintain arrangements, recovery action will continue.

Aims

The aims of the policy are to:

- Take positive action to prevent arrears occurring, for example by providing different payment methods according to need
- Encourage early contact to avoid the build-up of debt
- Ensure prompt billing and to remind people quickly if they do not pay
- Help to identify deliberate non-payers or people who delay payment
- Make sure that, when we take enforcement action, it is appropriate and likely to be effective
- Take enforcement action against deliberate non-payers or those who delay payment
- To ensure we are approachable so people will be more willing to make contact when they first face difficulties
- Where families have fallen or are likely to fall into arrears, playgroup will work with them to set reasonable payment levels that they can maintain

Procedures

- Fees are charged on a half termly basis
- Fees are invoiced at beginning of each half term and are due two weeks after the invoice date
- Full fees are payable unless parents have access to the 'A2YO' funding or 'Free for 3 & 4' funding
- Payment of fees (termly invoices, ad hoc sessions and late fee invoices) is necessary to retain your child's place at the setting
- Payment can be made by cash, cheque, by bank transfer or by childcare vouchers
- Please put cash or cheque in a SEALED ENVELOPE with your child's name on the front (cheques made payable to Christ Church Playgroup)
- Payments of cash or cheque must be handed in to the church office will be dealt with by the administrator, who will then give you a receipt (if payment is made in cash)
- If payment is to be made by childcare voucher, please speak to the Play Leader or Administrator (Vicki West) to set this up

- Anyone experiencing difficulties with payments should inform Pre-School immediately
- If payments are not paid when due and no contact has been made, after continued attempts from Pre-School to communicate, or no payment has been made, your child will be suspended from Pre-School for the charged hours, until the account is settled in full. The space will be reserved for 4 weeks to allow time for payment, after this the space will be removed. This will not effect the child's funded hours
- If payments of any adhoc sessions or late fees outstanding are not paid and all attempts from the setting to recover payment direct from the parent/carer are unsuccessful, after 4 weeks on non payment, your child's place at the setting will be suspended and funding claim stopped (if applicable) or further enforcement action will be taken if your child no longer attends the setting. The space will be reserved for 4 weeks to allow time for payment, after this the space will be removed
- Enforcement action includes removal of space and/or use of outside agencies to claim the money back, for example small claims court
- Late accounts may have administration costs added to their outstanding debt
- Reductions are not available for non-attendance including holidays or sickness

Late Fees

In the event that a child is picked up late, a late fee will be charged of £3 for the first five minutes and £1 per minute thereafter. This should usually be paid within 48 hours of the event.

If you are late collecting more than 3 times your child's place will be terminated immediately, this is due to our staffing and insurance requirements.

When a parent or carer is late we may follow our uncollected child policy.

Home Visits

We recognise that parents/carers are their children's first and most enduring educators. Forming relationships with parents/carers and working closely is beneficial to each child's learning and development. We hope to establish a partnership between parents/carers and staff where both parties share the knowledge and understanding of the child. Although it is not in our everyday practice to visit children at home before or during their time at the setting, this is possible if required and felt necessary.

Procedure

If circumstances require a home visit the following procedure is applied:

- If it is new family that the staff are visiting, identification should be shown to the parent upon arrival.
- Staff must have access to a mobile phone, charged and in working order so that they can communicate with the setting.
- At least one member of the management team should be aware of which staff members are out and where they are visiting.
- Pre-School staff must maintain professional boundaries in the relationship with the family at all times e.g., do not drink alcohol or smoke with them.
- Staff are aware that they are guests who have been invited into the family home.
- Staff may ask parents/carers for information, but the parents/carers are under no legal obligation to give it to staff. The parent/carer can also ask staff to leave at any time.
- Staff can ask the family to put any uncaged animals in a separate room.
- Staff must consider confidentiality at all times. Do not chat about other families that the family is in contact with. Do not discuss anything in front of other family members without checking beforehand or privately that it is OK to do so.
- Staff should consider safeguarding policies and procedures at all times.
- Where possible staff should go in pairs, ideally a member of management and key worker.
- If staff are not returning to the setting after the visit they should telephone the setting (or a manager if it is after the setting is closed) to inform them they have left the visit.

Payment Policy

Pre-School is open term time only and is closed on bank holidays. Sessions run from:
Early Start 8.30am-9am
AM session 9am-12pm
Lunch session 12pm-12.30pm
PM session 12.30pm-3pm (in exceptional circumstances)
All day 9am- 3pm

Our current fees are:

Age of child	Early start	Morning session	Afternoon session	All Day
2 year olds	£2.50	£19.80	£19.80	£39.60
3 year olds	£2.50	£15.90	£15.90	£31.80

Fees are payable at the beginning of each half term. Our fees are reviewed annually, and where an increase has been decided by the Pre-School committee a terms notice will be given.

Children who are eligible for Nursery Grant Funding (from the term after their third birthday) and AY20 funding will need to complete the appropriate forms. Payment is also accepted via childcare vouchers.

Please note that full fees are still payable if a child is absent from Pre-School

Late Fees

In the event that a child is picked up late, a late fee will be charged of £3 for the first five minutes and £1 per minute thereafter. This should usually be paid within 48 hours of the event.

If you are late collecting more than 3 times your child's place will be terminated immediately, this is due to our staffing and insurance requirements.

When a parent or carer is late we may follow our uncollected child policy

Volunteer and Parental Involvement

The Early Years Foundation Stage seeks to provide “Partnership working between practitioners and with parents or Carers”.

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

Our aim is to support parents and carers, as their children’s first and most important educators by involving them in their children’s education and in the full life of the setting. We understand that some parents are less well represented in early years’ settings; these include fathers and parents who live apart from their children but, as a setting, understand that they all play a part in the children’s lives, as well as working parents.

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

In carrying out the following procedures, we will ensure all parents and carers are included:

- Parents are always made to feel welcome in the Pre-School and are greeted appropriately.
- We have an “open door” policy that encourages parents to come and see us at any time for an informal discussion.
- We work to ensure all parents are included. This may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the pre-school is run and our policies and procedures through access to written information, our website and through regular informal communication.
- Information about a child and their family is kept confidential at pre-school. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child’s development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child.
- The expectations that we make on parents are made clear at the point of registration.
- We seek parents’ views regarding changes in the delivery of our service.
- We let all parents know the range and type of activities and experiences provided for children, the daily routines of the Pre-School and how parents can share learning at home.
- We inform parents about staff deployment through emails.
- We encourage and support parents to play an active part in the management of the Pre-School by inviting them to join the Committee.
- We invite all parents to attend our Annual General Meeting (AGM).
- We encourage parents to become involved in the social and cultural life of the Pre-School and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.

- Our key persons meet with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their child by sending home the learning journeys on a regular basis and asking parents to contribute to it.
- We ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the Pre-School by sharing in a "Parent Helper Rota". This is purely voluntary but the benefits of having all families involved in the running of the preschool are emphasised.
- We involve parents in the celebrations we have at Pre-School by inviting them to join in with events organised around special festivals and occasions.
- We ask parents to share their knowledge on cultural celebrations, their skills and hobbies with the children as part of our EYFS topics.
- We extend a warm invitation for parents to join us on our Pre-School outings.
- When sourcing external services, we always look to contract small jobs and projects to parents with suitable skills or local tradesmen.
- We encourage all parents and families to actively support our fundraising efforts.
- We hold meetings in Pre-School to ensure that they are accessible for all.
- We welcome the contributions of parents; in whatever form these may take.
- We carry out an annual parent feedback questionnaire.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- Where possible, we let parents know when an Ofsted inspection is taking place. After an Ofsted inspection takes place, we provide a copy of the report to parents and carers.

For all volunteers who serve on the committee or have continuing involvement with the children, Pre-School will obtain a DBS check. Parents/carers and volunteers who do not have DBS clearance are not permitted to take children to the toilet or to be unattended with a child, other than their own.

Whilst helping, all parents/carers are expected to follow the behaviour policy (achieving positive behaviour) with their own child in the session and respect the confidentiality of each and every child.

Handling Staff Discipline at Pre-School

Purpose and scope

This procedure is designed to help and encourage all employees to achieve and maintain standards of conduct, attendance and job performance. The aim is to ensure consistent and fair treatment for all in the organisation.

Disciplinary rules

It is not practicable to specify all disciplinary rules or offences that may result in disciplinary action, as they may vary depending on the nature of the work. In addition to the specific examples of unsatisfactory conduct, misconduct and gross misconduct shown, a breach of other specific conditions, procedures, rules etc. that are contained within the setting that have otherwise been made known to you, will also result in this procedure being used to deal with such matters.

Rules covering unsatisfactory conduct and misconduct

You will be liable to disciplinary action if you are found to have acted in any of the following ways:-

- failure to abide by the general health and safety rules and procedures;
- smoking on the premises
- persistent absenteeism and/or lateness;
- unsatisfactory standards or output of work;
- rudeness towards service users, members of the public or other employees, objectionable or insulting behaviour, harassment, bullying or bad language;
- failure to carry out all reasonable instructions or follow our rules and procedures;
- unauthorised use or negligent damage or loss of our property
- failure to report immediately any damage to property or premises caused by you;

(These are examples only and not an exhaustive list)

Rules covering gross misconduct

Occurrences of gross misconduct are very rare because the penalty is dismissal without notice and without any previous warning being issued. It is not possible to provide an exhaustive list of examples of gross misconduct. However, any behaviour or negligence resulting in a fundamental breach of contractual terms that irrevocably destroys the trust and confidence necessary to continue the employment relationship will constitute gross misconduct. Examples of offences that will normally be deemed as gross misconduct include serious instances of:

- theft or fraud;
- physical violence, assault, fighting, bullying or grossly offensive, abusive or aggressive behaviour
- bullying
- deliberate damage to property;
- deliberate acts of unlawful discrimination or harassment; e. possession, or being under the influence, of illegal drugs at work;
- breach of health and safety rules that endangers the lives of, or may cause serious injury to, employees or any other person;
- maltreatment of service users;
- failure to report an incident of abuse, or suspected abuse.
- Any incident of child abuse, all forms, that is carried out by you either in or out of setting

- Wilful misrepresentation at the time of appointment including: 1. Previous positions held 2. Qualifications held 3. Falsification of date of birth 4. Declaration of health 5. Failure to disclose a criminal conviction/caution within the provisions of the Rehabilitation of Offenders Act;
- deliberate disclosure of privileged confidential information to unauthorised people;
- negligent or deliberate failure to comply with the requirements of the organisation's policy & procedure;
- working whilst contravening an enactment, or breach of rules laid down by statutory bodies; .
- any act or omission constituting serious or gross negligence/or dereliction of duty;
- serious failure to abide by the Code of Conduct and Practice issued by OFSTED.
- Wilfully or negligently causing harm or injury to another employee, client, customer or visitor,
- Wilful refusal to obey a reasonable management instruction or serious insubordination.
- Posting derogatory, offensive, discriminatory or defamatory comments online (for example, on social media websites) about the setting, its employees, clients or customers or otherwise conducting themselves online in a way that is detrimental to the Company or brings the Company into serious disrepute.
- discriminating against, harassing, bullying or victimising another employee, client, customer or visitor because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality and ethnic or national origins), religion or belief, sex and/or sexual orientation.
- knowingly breaking a legal requirement in connection with employment.

(As stated, these are examples only and not an exhaustive list)

Principles

- Informal action will be considered, where appropriate, to resolve problems.
- No disciplinary action will be taken against an employee until the case has been fully investigated. The Play Leader and/or Management Committee should carry out the necessary investigations, to establish the facts of the case.
- For formal action the employee will be advised of the nature of the complaint against him or her and will be given the opportunity to state his or her case before any decision is made at a disciplinary meeting. In some cases, this will require the holding of an investigatory meeting with the employee in question.
- Prior to any disciplinary meeting the management of the setting will send to the employee in writing an outline of the unsatisfactory performance issues or concerns and details of any alleged conduct or characteristics which have led to the following disciplinary procedure.
- Employees will be provided, where appropriate, with written copies of evidence and relevant witness statements in advance of a disciplinary meeting. Where a witness provides a statement during an investigation, they should be made aware that their statement may be used in a disciplinary hearing and they might therefore be required to attend the hearing in support of their evidence.
- At all stages of the procedure the employee will have the right to be accompanied by a trade union representative, or work colleague.
- No employee will be dismissed for a first breach of discipline except in the case of gross misconduct, when the penalty will be dismissal without notice or payment in lieu of notice.
- An employee will have the right to appeal against any disciplinary action.

Suspension

Depending on the nature of the issues or concerns an employee may be suspended from work on full pay while a disciplinary offence is investigated. The period of suspension will be kept as brief as possible, normally for no more than 5 working days. Sometimes, the period of suspension will be determined by outside agencies involvement. Whilst on suspension the employee will not be entitled to access the settings premises or any IT systems or paperwork without the prior written consent of the settings management.

Informal Disciplinary Action

For minor issues, a quiet word with the employee in private might be all that is needed. In these circumstances, the Play Leader or the Deputy if appropriate, will quickly and confidentially raise the issue with the staff member. By identifying the issue and letting them know you have noticed and are concerned may be all that is required to get them back on track. We will encourage a two-way discussion and reach agreements in how conduct or performance may be improved.

Staff meetings, termly supervision (see also Supervision Policy) and annual appraisals also serve to resolve issues and performance on an informal basis.

If, however, the employee has failed to improve on their performance and/or conduct as a result of the advice given then the Formal Disciplinary Procedure will be applied.

Formal Disciplinary Action

First Stage

The first stage of the procedure will normally be either:

An improvement note for unsatisfactory performance if performance does not meet acceptable standards. This will set out the performance problem, the improvement that is required, the timescale, any help that may be given and the right of appeal. The individual will be advised that it constitutes the first stage of the formal procedure. A record of the improvement note will be kept for 12 months, but will then be considered spent – subject to achieving and sustaining satisfactory performance

or

A first warning for misconduct if conduct does not meet acceptable standards. This will be in writing and set out the nature of the misconduct and the change in behaviour required and the right of appeal. The warning will also inform the employee that a final written warning may be considered if there is no sustained satisfactory improvement or change. A record of the warning will be kept, but it will be disregarded for disciplinary purposes after a 12 month period.

Final Written Warning

If the offence is sufficiently serious, or if there is further misconduct or a failure to improve performance during the currency of a prior warning, a final written warning may be given to the employee. This will give details of the complaint, the improvement required and the timescale. It will also warn that failure to improve may lead to dismissal (or some other action short of dismissal) and will refer to the right of appeal. A copy of this written warning will be kept by the Play Leader but will be disregarded for disciplinary purposes after 12 months subject to achieving and sustaining satisfactory conduct or performance.

Dismissal or other sanction

If there is still a failure to improve, or where the conduct or performance is sufficiently serious, the final step in the procedure may be dismissal or some other action short of dismissal such as demotion or disciplinary suspension or transfer. The employee will be provided, as soon as reasonably practical, with written reasons for dismissal, the date on which the employment will terminate, as well as the right of appeal. The decision to dismiss will be confirmed in writing. In cases of gross misconduct, the employee will normally be

dismissed without notice or pay in lieu of notice. In exceptional circumstance, or if there are any genuine mitigating circumstances, the alternative disciplinary action may be taken. Dismissal decisions can only be taken by the appropriate senior manager. If some sanction short of dismissal is imposed, the employee will receive details of the complaint, will be warned that dismissal could result if there is no satisfactory improvement, and will be advised of the right of appeal. A copy of the written warning will be kept by the supervisor but will be disregarded for disciplinary purposes after 12 months subject to achievement and sustainment of satisfactory conduct or performance.

Appeals

Once the disciplinary procedure has been initiated the employee has the right, at any stage, within the organisations agreed time scale (5 working days), to appeal against it. Appeals must be made in writing and clearly state the reasons for the appeal. A meeting should be convened between the employer and the employee. The employee may be accompanied to the appeal meeting e.g. by a committee representative or a work colleague agreed in advance with the setting. After the appeal meeting, the employer must inform the employee in writing of the appeal decision. The employer's decision following an appeal meeting is final and the employee has no further rights to an internal appeal. At the appeal any disciplinary penalty imposed will be reviewed

Employee Grievance Procedure and Appeal Process

The aim of this procedure is to enable employee grievances to be dealt with fairly, justly and equally.

Pre-School strives to ensure that regular communication ensures that employee concerns or issues are dealt with quickly.

Dealing with grievances informally

If you have a grievance or complaint to do with your work or the people you work with you should, wherever possible, start by talking it over with either the Play Leader or Chair Person. You may be able to agree a solution informally between you. If you feel unable to approach the Play Leader or Chair Person you should talk to another member of management, such as the Deputy Play Leader or a suitable member of the committee.

Formal grievance

If the matter is serious and/or you wish to raise the matter formally you should follow the below steps:

Step 1: Put in writing

The employee must send a written explanation of their grievance to the Play Leader or Chair Person stating the basis for their complaint. The content of the letter should only stick to the facts and avoid language that is insulting or abusive.

Step 2: Meet and discuss

The Play Leader and/or the Management Committee will invite the employee to a meeting to discuss the issue (the employee should take all reasonable steps to attend). After the meeting, the Play Leader and/or Management Committee must inform the employee of their decision and offer the employee the right to appeal. The employee will be notified of their right to be accompanied to this meeting.

Step 3: Appeal

If the employee wishes to appeal he/she must inform the Play Leader and/or the Management Committee, who must then arrange a second meeting to hear the appeal. The employee has the right to be accompanied by a colleague or trade union representative at this meeting if you make a reasonable request. After the meeting Play Leader and/or the Management Committee will give you a decision, normally within 24 hours. This decision is final.

Maternity and Adoption Policy

We follow the government's guidance for this policy.

Maternity

In order to claim the right to any level of maternity leave and/or pay, you are required to:

- Advise Pre-School of the fact that you are pregnant.
- Provide medical evidence from a registered practitioner or midwife stating the expected week of confinement (EWC)
- Provide written notice of when you intend to start taking maternity leave and/or pay by the end of the 15th week before the EWC.

The Play leader will provide full details of what you are required to do and your entitlements, including the obligation to take at least two weeks maternity leave following the birth of your child.

We request that you notify the play leader or Chair of your pregnancy as early as possible. Following notification, you will receive confirmation of your maternity entitlements. You can check your maternity entitlement on the Government website.

By informing us as early possible we can also make arrangements for your safety at work during your pregnancy. Christ Church Pre-School is committed to protecting the health and safety of all new and expectant mothers (staff who are pregnant, have given birth within the past six months, or are breastfeeding).

Health & safety

A risk assessment must be completed on all pregnant workers, workers who have recently given birth and workers that are breast feeding.

The nursery must ensure that work will not involve a risk (as far as reasonably practicable) to the health and safety of a new or expectant mother or her baby from any processes or working condition, or physical, biological or chemical agents.

Ante-natal care

Every pregnant employee is entitling to ante-natal care, irrespective of whether she qualifies for any other statutory or contractual maternity benefits.

Any pregnancy employee who has an ante-natal appointment (midwife, doctor, consultant, scan etc) has the right not to be unreasonably refused paid time off for said appointments, providing;

- she requests time off for the appointments with good notice
- produces a certificate of pregnancy and proof of appointment

'Keeping in touch' days

Once your baby has been born, you may carry out up to 10 days work for Pre-School during your statutory maternity leave period without bringing your maternity leave to an end. The purpose of this provision is to allow you to 'keep in touch' with the

workplace. Work includes any work done under the contract of employment and may include training or any activity aimed at keeping in touch. Any work carried out in the course of the day constitutes one days work.

Paternity Leave & Statutory Paternity Pay (SPP)

Paternity Leave and Pay

You are entitled to Paternity Leave and pay in accordance with the current statutory provisions. If you are to become a father and wish to take Paternity Leave you should notify your manager by the 15th week before the baby is expected (unless this is not reasonably practicable) so that you may benefit from the provisions available to you.

Employees will need to satisfy the following conditions in order to qualify for Paternity Leave:

- Have or expect to have responsibility for the child's upbringing.
- Be named on the Birth Certificate of the child or be the mother's husband or partner (including same sex partners).
- Have worked continuously for the Company for 26 weeks leading into the 15th week before the baby is due.

Adoption

Adoption leave and pay will be available to:

- Eligible employees who adopt
- One member of a couple where a couple adopt jointly (the couple may choose which partner takes adoption leave)

The other member of a couple who are adopting jointly, or the partner of an individual who adopts a child, may be entitled paternity leave and pay. Paid adoption leave and paid paternity leave are available where an approved adoption agency notifies the adopter of a match with a child. To qualify for adoption leave, you must:

- Be newly matched with a child for adoption by an approved agency (adoption leave and pay are not available in circumstances where a child is not newly matched for adoption, for example, when a step parent is adopting a partners child.)
- Have worked continuously for Pre-School for 26 weeks leading into the week in which you are notified of being matched with a child for adoption.

During your adoption leave, you may be entitled to Statutory Adoption Pay. If you have average weekly earnings below the lower earnings limits for national insurance purposes, you will not qualify for statutory adoption pay. Those who do not qualify can obtain information about additional financial support from the local job centre plus.

You will be required to inform Pre-School of your intention to take adoption leave within 7 days of being notified by the adoption agency that you have been matched with a child for adoption, unless this is not reasonably practicable. You will need to inform the Pre-School when:

- When the child is expected to be placed with you
- When you want your adoption leave to start
- The date you expect payments of Statutory Adoption Pay to start, at least 28 days in advance, unless this is not reasonably practicable.

You are also required to provide Pre-School with a matching certificate from your adoption agency as documentary evidence of your entitlement to Statutory Adoption Pay. The Play leader can also ask for this certificate as proof of entitlement to adoption leave. It is your responsibility to ask the adoption agency for a completed matching certificate.

Requirements of Staff and Committee Members

All staff and committee members will be subject to checks via the Disclosure and Barring Service (DBS). No member of staff, committee member or volunteer will be left alone with a child until these checks have been completed. However, there will always be at least two members of staff (one can be a volunteer or a committee member) with a child, no child will be left alone with only one adult present.

Committee members need to complete an EY2 form in order to be on the committee.

New members of staff will be subject to interview, acceptable references and work for a probationary period. Staff members are contractually obliged to notify the Play Leader of any criminal charges or convictions they receive whilst employed at Pre-School, and to notify them of any changes that may affect their suitability to work with children. They are also asked as part of the appraisal and supervision process. The Play Leader will record any such convictions or charges on staff records and will make the decision as to whether it affects the employment of that staff member and seek advice where appropriate.

Student Placements

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

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

We have a dedicated Student Co-ordinator, who takes lead in ensuring the following;

- We require students on qualification courses to meet the 'suitable people' requirements of Ofsted and have DBS checks carried out.
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We supervise students at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require all students to abide by our Policies and Procedures.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with an induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

Supervision and Appraisal Policy.

We use staff meetings to provide the opportunity for team discussion and reflection on current events, including sharing ideas, expertise and strategies in order to support individual children and their families. To ensure that staff have the opportunity to reflect on their own individual strengths and needs in order to fulfil their role to the very best of their ability, we will have termly supervision members for each member of staff and also annual appraisals. These can be requested by any staff member, the Play Leader or Chair of the committee, or planned as a matter of course.

At Pre-School supervision sessions, we will provide the opportunity for staff to:

- Discuss any issues – particularly concerning children’s development
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness
- Talk openly about their role and any challenges they have had
- Consider possible next steps and agree actions to be taken (for example attending training)

Supervision will be carried out in a number of ways:

- Formal supervision meeting once a term (3 – 6 times a year) for all staff
- Informal discussions at staff meetings
- Annual staff appraisals

Who will be responsible for supervision?

- The supervision of the Pre-School assistants will be carried out by the Play Leader or the Deputy.
- The supervision of the Deputy will be carried out by the Play Leader.
- The supervision of the Play Leader will be carried out by the Deputy. In addition, supervision of the Play Leader may also be carried out by the Chair of the committee.
- The Annual Staff appraisal will be carried out by the Chair and another member of the committee for all members of staff.

Formal supervision sessions will:

- Be organised in advance/date set to suit both parties
- Meetings will be well structured with opportunity for contribution from both parties
- Cover areas set out in supervision policy
- Meeting notes will be recorded and then typed with a copy kept on file and a copy for the staff member to keep. Both copies to be signed.
- Targets or actions set out at the meeting are expected to be actioned promptly by both parties

Appraisals

All staff will receive a formal annual appraisal meeting of their performance and development needs, attendance at this meeting is compulsory. This meeting will be held during the staff member’s working hours. Each staff member will be given one week’s notice of the meeting where possible.

During the appraisal meeting the following will be discussed:

- Review previous objectives (looking at previous appraisal document) and whether this have been met
- Look at current role and responsibilities and whether this needs to be reviewed
- Give constructive feedback on areas of difficulty and look at ways of overcoming them
- Look at the required professional skills and knowledge and identify any development needs
- Agree new objectives for the next 12 months
- Plan and agree actions

The discussions and actions of the appraisal meetings will be recorded on an appraisal form, within one week of the meeting taking place. Both the chair and staff member will be required to sign off the form. The form will be filed in the staff file, treated as confidential and reviewed at the subsequent appraisal meeting. A signed copy of the appraisal form will also be given to the staff member.

Menopause Policy

Introduction

Menopause is the time during an individual's life when menstruation periods permanently stop and an individual experiences hormonal changes. It is defined as occurring when the individual has experienced no periods for 12 consecutive months and no other biological or psychological cause can be identified. However, menopausal symptoms can begin months or years before periods stop and this stage is known as the perimenopause. According to the NHS website symptoms last around four years after an individual's last period, although some can experience them for much longer.

The purpose of this policy is to provide details of how the Pre-School will support our staff who may be experiencing issues as a result of symptoms of the menopause. We aim to create a culture that encourages discussions to take place about any matters associated with the menopause and to create supportive working environment.

Aims

The aims of this policy are to:

- Foster an environment in which colleagues can openly and comfortably instigate conversations or engage in discussions about menopause
- Ensure everyone understands what menopause is, can confidently approach the subject and are clear on our policy and practices
- Educate and inform staff about the potential symptoms of menopause and how they can support individuals experiencing these symptoms at work
- Ensure that those who are experiencing menopause symptoms feel confident to discuss them and ask for any support and reasonable adjustments so they can continue to be successful in their roles
- Reduce absenteeism due to menopausal symptoms
- Assure individuals that as a responsible employer, we are committed to supporting their needs during menopause.

Employee responsibilities

All employees should contribute to a respectful working environment and be willing to support colleagues who may be experiencing the menopause. It is important that employees talk openly with their room lead if they need support with menopausal symptoms. All employees are responsible for:

- Taking personal responsibility to look after their health
- Being open and honest in conversations with managers
- Contributing to a respectful and productive working environment
- Being willing to help and support their colleagues
- Understanding any necessary adjustments their colleagues are receiving as a result of their menopausal symptoms.

During any discussions, your manager will consider your individual situation and evaluate if any adjustments can be made. Your individual needs will be addressed sensitively and confidentiality will be maintained.

Pre-School responsibilities

Managers are responsible for:

- Ensuring that no one experiences less favourable treatment as a result of the menopause
- Ensuring that any conversations are kept strictly confidential
- Putting in place any required support and/or adjustments where reasonably possible
- Recording any agreements made
- Holding regular reviews with employees regarding support required, including follow up meetings to review adjustments that have been made
- Seeking additional advice from occupational health where necessary
- Agreeing with the employee if other colleagues should be informed about any adjustments that have been agreed (even if the reason is not disclosed).

When responding to an employee experiencing difficulties caused by menopause, managers will maintain an open-door policy so that employees feel comfortable in approaching them. They will support staff to talk openly about their current situation and will not make presumptions about how it is affecting them.

We understand that employees may feel uncomfortable discussing personal information with their manager. If this is the case, they are encouraged to discuss their situation with another senior member of staff.

Workplace adjustments

As with any longstanding health-related condition, sympathetic and appropriate support from the Pre-School is crucial to provide employees with the support that they need. Above all, it is important to listen to individuals and respond sympathetically to any requests for adjustments at work.

There are numerous symptoms of the menopause that can affect an individual both physically and mentally. The menopause affects individuals in different ways and symptoms can start during the perimenopause and last for many years.

Some of the more common symptoms include:

- Hot flushes
- Difficulty sleeping
- Fatigue
- Headaches
- Low mood or anxiety
- Problems with memory or concentration
- Anxiety
- Heavy and/or painful periods
- Panic attacks.

The following options are available to any employee who may be experiencing menopausal symptoms, depending on the needs of the individual and the business needs of the Pre-School.

Flexible working

We recognise that flexibility may be of significant benefit to someone who is experiencing menopausal symptoms. There may be ways in which the Pre-School may be willing to consider temporary changes to working arrangements, such as more frequent breaks or changing to a different room for short periods.

Temperature control

We strive to achieve a comfortable working temperature for employees. We will allow flexibility within the dress code where reasonable. We will also consider any other appropriate adjustments, for example permitting use of a personal fan.

Available support

Employees are encouraged to inform the Play Leader at an early stage if they are experiencing menopausal symptoms that could affect their work to ensure that symptoms are treated as an ongoing health issue rather than as individual instances of ill health.

Early notification will also help the Play Leader to determine the most appropriate course of action to support an employee's individual needs. Employees who do not wish to discuss the issue with the Play Leader may find it helpful to have an initial discussion with a trusted colleague or the Deputy Play Leader instead.