

# 2020

## Tringham Pre-School Policies and procedures



*At Tringham Pre-school we provide a professional, inclusive, safe and stimulating environment where the children shine. By respecting the children as individuals and working closely with families we empower the children to be ready for their transition into school.*

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## **Acceptable Use of Safer Technology**

The policy serves to provide a template for the use of technologies within Tringham Pre-School that all members of staff, students and volunteers will adhere to for the safe and acceptable use of technologies. This demonstrates compliance with the new child protection requirements in the Revised Early Years Foundation Stage June 2017.

### **Commitment**

Every effort will be made to ensure that this setting's ICT technologies are used in a responsible way, so that there is no risk to the safety or security of the children or adults or to the safety, reputation or sustainability of Tringham Pre-School. This applies to the use of technologies on the registered premises of this setting and in any locations visited in connection with the running of the business. It applies to technologies owned by the setting and those owned by others (The term 'Technologies' refers to computers/laptops, mini-books, any device with internet access, memory sticks, cameras and equipment that store personal information, databases, electronic records, contact details).

### **Purpose**

The purpose of having a statement and agreement for the Acceptable Use of Technologies is to try to ensure that:

- Everyone works to ensure that children at Tringham Pre-School are cared for and kept as safe as possible;
- All adults are responsible users who are pro-active about their own safety and;
- The setting's ICT technologies and users are protected from accidental or deliberate misuse which could put Tringham Pre-School and its users at risk.

### **Procedures**

- All staff, regular volunteers and students are required to read and sign the Pre-School's 'Acceptable Use of Technologies' Agreement during their induction into the setting. This signed agreement is retained by the Manager and the signing adult.
- All adults will only use their own user names and passwords which will be carefully chosen so they cannot be easily guessed and no other person will have access or use of this password.
- All adults will ensure that all data (including business documents and files) are regularly backed up.

- All adults will not engage in any on-line activity that may compromise their professional responsibilities or compromise the reputation of the setting or the safety and well-being of the children or staff.
- All adults will ensure that the personal data for any child or family is kept private and confidential, except when we are required by law or by the setting's policy to disclose it to an appropriate authority.
- All adults will only transport, hold, disclose or share personal information about themselves or others, in ways agreed by the setting and will not send personal information by email as this is not secure.
- All adults will not send the personal data electronically if reasonable security cannot be guaranteed.
- All adults will ensure that there are suitable filtering and security systems in place and that they are not bypassed.
- All adults will ensure that all photos of children cared for by the setting are taken on the setting's camera or tablet, all photos taken must be used and stored appropriately and then deleted from all sources including 'trash'.
- All adults are required (including visitors and professionals) to submit their mobile phones and portable technology to be stored and used in conjunction with our 'Use of Mobile Phone and Camera Policy', also our visitors' guidelines which are read when signing in and our staff induction programme. Parents may be asked to refrain from using their phones within the setting if their phone use is observed to be a concern.
- All adults will model safe use of the internet and help children to learn to use technologies safely.
- All adults will take reasonable steps to ensure that the WIFI is disabled on the children's tablets and all use of the internet is supervised, staff will deal with any issues that arise.
- All adults will take immediate action, in line with our setting's policy, if a child reports any concerns or if an issue arises that might compromise the safety of any users, or the security of the setting.
- All adults will communicate online in a professional manner and tone (this includes communication by text message) and will not use aggressive or inappropriate language nor compromise either the provider's position or the reputation of the setting; with an awareness that all communication can be forwarded onto the provider.
- All adults will not send or receive personal emails or phone calls when on the premises of Tringham Pre-School or use chat and social networking sites. (Staff members are recommended to keep a professional relationship with parents and shouldn't befriend them on chat or social networking sites).

- All adults will not access, copy, remove or otherwise alter any other users' files without their permission.
- All adults will ensure permission is obtained to use the original work of others and will credit them if it is used. We will not download or distribute copies of material [including music and videos] which is protected by copyright.
- All adults will only take images of children and staff members where it relates to agreed learning and management activities and will ensure that parent/staff permission is obtained before the images are taken.
- All adults will ensure that, where images are published online or the media staff/parent permission is obtained and that these published images (including displays, newsletters and website) will not hold any possibility for the identify of any child featured to be identified by name or to find any other personal information about them.
- All Tringham Pre-School events will ask the audience, in conjunction with previously signed consent forms, if any objections are present for the audience to take photos during the event. If objections are present, photos will not be allowed to be taken and Pre-School staff or Committee Members will take photos using the Tringham camera and follow guidelines previously mentioned (Tringham Pre-School holds no responsibility for photos taken by parents).
- Visiting photographers are booked by the pre-school. All parents have signed parental permission for these photos to be taken and the photos remain protected by the photographer within the agreement of their profession.

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| 30/03/2020     | Sam Hudson |                |         |
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## **Achieving Positive Behaviour**

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

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. In small settings this may be shared between co-staff.

- We have a named person who has overall responsibility for issues concerning behaviour.
- We require the named person to:
  - Keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
  - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development; and to
  - check that all staff have relevant training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their child's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### **Strategies with children who engage in inconsiderate behaviour**

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

## **Children under three years**

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

## **Rough and tumble play and hurtful behaviour**

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

## **Rough and tumble play and fantasy aggression**

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

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

## **Hurtful behaviour**

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time,

but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive

development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
  - they do not feel securely attached to someone who can interpret and meet their needs
    - this may be in the home and it may also be in the setting;
  - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
  - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
  - the child has a developmental condition that affects how they behave.
- Where this does not work, we may contact the team at Surrey Early Years and Childcare service seeking advice, and subsequently making the appropriate referrals to a Behaviour Support Team where necessary.

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## **Admissions Policy**

Our aim is to make Tringham Pre-school accessible to children and families from all sectors of the local community.

Tringham Pre-School is open five days per week, from 8.30 until 2.30 (Monday, Thursday and Friday) and 3.30 (Tuesday and Wednesday). This is during term-time only.

The pre-school takes children from 2 years and 6 months up to 5 years and is registered to accept 30 children at any one session.

We arrange our waiting list in age order and give priority as follows:

- Children in care;
- Siblings (if resident in West End);
- Residency in West End.

We operate flexible intakes throughout the year, depending on availability. We would like to offer the sessions requested, however at times when we are experiencing a high demand for spaces, we will only offer children under 3 a maximum of 12 hours per week. As the year progresses and the pre-school fills up, it can be very difficult to add more sessions or amend days.

FEET funding for under 3's and Government Early Years Education funding is provided the term after the child's 3<sup>rd</sup> birthday. Prior to this, fees are charged and are payable in monthly, half-termly or termly instalments. Fees are charged at £6.25 per hour. We also accept most Company Voucher Payment Schemes.

Names can be added to the waiting list by completing the Registration Form and returning it to the pre-school, accompanied by a £20 non-returnable registration fee.

All registration forms received before the May half term break of the current academic year will be entered onto the waiting list and taken into consideration in line with our policy. Any received after this date will need to wait until the registers are confirmed for the next academic year. The pre-school will confirm in writing that your child is on the waiting list. Parents will then be contacted the term before their child is eligible / due to start pre-school, either with an offer of a place or notification that the pre-school is full. If this is the case, you will be given the opportunity to remain on the waiting list until such time as a place may become available.

Upon offer of a place at Tringham Pre-school, parents are required to pay £30 confirmation payment to secure their space. This payment becomes a donation where the child will only be claiming funded hours throughout their Tringham journey.

We welcome parents and carers, including child-minders, into the pre-school. Parents / carers are welcome to stay with their child until both they and the Manager feel happy about the separation. Please see our Settling in Policy for more information.

If a child is to leave the setting before moving on to school, parents must give at least one month's notice of the leaving date in writing. Fees will be payable until that date. Please be aware that funding is claimed on a termly basis and cannot always be transferred to a new setting.

In some cases, it may be necessary for Tringham Pre-School to introduce a temporary cap on numbers to ensure that safety is prioritised. An example of this could be during a pandemic situation, such as the Coronavirus. Following government criteria, our spaces will be prioritised into the following groups:

1. Vulnerable children including those on Child Protection Plan, Child in Need plans, being assessed under section 17 or Children's Act 1989, those with EHCP and children with identified SEND needs, children eligible for Funded Early Education for Two year olds (FEET) and children eligible for Early Years Pupil Premium (EYPP).
2. Children who have at least one parent who is a critical worker and those in receipt of 30 hours Funding.
3. School Leavers
4. All other children.

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| 20/05/2020     | Sam Hudson |                |         |

## **Alcohol, Smoking and Drugs Policy**

Tringham Pre-school is committed to the care and welfare of all our children. As a result, we have strict guidelines with regards to Alcohol, drugs and smoking in or around the setting.

Tringham Pre-school and hall are a smoke free zone. No smoking of any kind including cigarettes, e-cigarettes and vaping is permitted in the hall or garden.

### **Staff**

- No member of staff will drink any alcohol or take drugs during work hours or immediately before.
- If it is felt that a member of staff is under the influence of alcohol or drugs they will be asked to leave and a thorough investigation will take place, leading to possible disciplinary action. Every attempt will be made to ensure their safety and where safety is in question, we will contact the emergency contact and failing that the police.
- Where a member of staff is prescribed medication that may affect their ability to perform their role they should inform the manager as soon as possible. Where there is concern about prescribed medication the setting will contact Ofsted for advice.
- Staff are asked to complete a declaration of medication and medical conditions on a yearly basis however they are encouraged to inform the manager or committee at the first available opportunity.
- Smoking is not permitted during working hours.
- Any staff wishing to smoke should do so away from the setting and not in uniform. Not only will the smoke get onto the uniform but is also not a positive representation of the setting.

### **Parents**

- If a parent or carer arrives to collect a child and it is suspected that they are under the influence of drugs or alcohol, they will be refused entry to the pre-school.
- The manager and senior member of staff will discuss these concerns with the parent or carer. If it is felt that they are incapable of taking responsibility of the child, the child will not be released into their custody.
- The emergency contacts, as identified in the registration forms, will be contacted and asked to collect the children. Where they are unavailable the police will be contacted.
- Tringham pre-school will not tolerate any threatening behaviour.
- Tringham pre-school is obliged to report anyone they feel is incapable of driving a vehicle and are a danger to others.

- If Tringham pre-school is in a position where they have to contact the police, the manager will automatically contact Surrey Safeguarding Children's Partnership.

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## Arrival and Departure Policy

As an Early Years Provider we are required to show a system for registering children, parents, staff and visitors attendance on a daily basis and show their hours of attendance. We must also record the name, address, date of birth of each child and the name of each child's keyperson. It is also a requirement that we have agreed procedures for checking the identity of visitors.

### **Daily registration**

- Each day of the week has a register detailing the children and staff expected to attend that day. This is completed once the children have arrived during the registration group time. The time of arrival is documented and at the end of the session the time each child left is also logged.
- Any child arriving late or leaving early will be logged in the register at the appropriate time.
- Although a main register is taken the children self-register with their parents when they arrive each morning.
- All the registers are collated throughout the scholastic year and are then transferred to the relevant year documentation and stored with the paperwork from previous years and kept for a minimum of 3 years.
- There is a visitor's log located in the foyer. Anyone visiting Tringham Pre-school is expected to complete the visitor's log.
- The daily register is located on the counter for easy access.
- The register is completed daily by the manager or a senior member of staff, however it is the responsibility of all staff to ensure it is completed.

### **Registration forms**

- The registration forms contain all the personal information required about the child along with a section stating who is able to pick the children up.
- All registration forms are stored in a labelled folder which is placed on the counter each day in case of an emergency incident or evacuation.
- When on an outing, contact numbers for the children are recorded on the permission slips and stored in the register, which will be carried along with a risk assessment. On occasion, the registration folder will be taken on an outing for example to Holy Trinity School. This is the responsibility of the manager or deputy manager, depending on who is responsible for the setting that day.

## **Visitors**

- All visitors are expected to complete the visitors log on entry to the setting. The log requests the date of visit, the name of the person visiting, a contact number, and the reason for their visit and the time they arrive and leave. All visitors are required to leave their phones in the box provided and all relevant I.D. will be checked upon arrival.

## **Collection**

- Where there is a need for a child to be collected by someone not stated on the registration form, there is a section on the form for a password which will be asked for from anyone who does not regularly collect that child.
- If there is a regular change to the person collecting the child, for example a new childminder, parents are asked to write a letter addressed to the manager detailing these changes along with the name of the person along with the days they will be expected.
- We encourage parents and carers to inform us of any changes in collection in advance but understand that this is not always possible.
- If a parent, visitor or staff member arrived at Tringham Pre-school under the influence of alcohol or any substance they will not be allowed entry to the setting and an alternate contact will be made for the child.

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## Camera Policy

Tringham Pre-school understands that there is a requirement for regular photographs to be taken of the children for developmental records and assessment purposes. The safety and welfare of the children is paramount therefore the following procedures for the use of cameras and subsequent storage of images are laid out below.

### **Procedures**

- There are 3 Pre-school cameras in the setting - two are located on the counter during the session and the third camera is for use at forest school and is kept in the forest school bumbag in the forest school trunk. At the end of each session they are locked away in the Pre-school cupboards.
- **ONLY** pre-school cameras are to be used within the setting on a day to day basis.
- No cameras are taken into the toilet or changing area.
- Any images taken are for the use in developmental files or for pre-school purposes, such as advertising or as a souvenir of a certain event.
- Photo images are stored on the pre-school computer which can only be accessed using a password.
- Any printed images will be placed into the child's individual developmental file and stored in a locked cupboard.
- In addition, there are 2 children's cameras which are for use by the children. Any images stored on these cameras are viewed through the camera. Any images requiring printed will be printed straight from the memory card. All images are deleted from the camera after printing.
- Permission will be sought from all parents and carers on joining the pre-school for the taking and use of images. This information is documented in the child's registration details. The wishes of parents and carers will be respected at all times.
- Twice a year a professional photographer will be invited into the setting to take photographs of the children. Only a reputable company will be used and the photographer will not have unsupervised access to the children. Separate permission will be sought on these occasions.

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## **Concerns, Complaints and Compliments Procedure**

### **Statement of intent**

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

### **Aim**

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

### **Methods**

To achieve this, we operate the following complaints procedure. All settings are required to keep a 'summary log' of all complaints that reach stage 2 or beyond. This is to be made available to parents as well as to Ofsted inspectors.

#### ***Making a complaint***

##### **Stage 1**

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her worries and anxieties with the manager.
- Most complaints should be resolved amicably and informally at this stage.

##### **Stage 2**

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the manager or chair of the management committee.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the manager may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the manager meets with the parent to discuss the outcome.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Record.

### *Stage 3*

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the manager and the chair of the management committee. The parent should have a friend or partner present if required and the manager should have the support of the chairperson of the management committee present.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

### *Stage 4*

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

### *Stage 5*

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

**The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Surrey Safeguarding Children's Partnership (SSCP).**

- Parents may approach Ofsted directly at any stage of this complaint procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the welfare requirements of the EYFS are met.
- The address and telephone number for Ofsted is displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the SSCP.
- In these cases, both the parent and setting are informed and the manager works with Ofsted or the SSCP to ensure a proper investigation of the complaint, followed by appropriate action.

### **Records**

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

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## **Confidentiality Policy**

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting.

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

### **Procedures**

We keep two kinds of records on children who attend our setting:

1. Developmental records

- These include observations of children in the setting, samples of their work, summary developmental reports, photographs and records of achievement.
- They are usually kept in the Pre-school in the cupboard and can be accessed, and contributed to, by staff, the child and the child's parents. These are stored in a locked cupboard at the end of each session.

2. Personal records

- These include registration and admission forms, signed consents, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in a lockable cupboard.
- Parents have access, in accordance with the client's access to records procedure, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

### **Other records**

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on work experience or other recognised qualifications and training, when they are observing in the setting, are advised of our confidentiality policy and required to respect it.

## **Client access to personal records**

Parents may request access to any records held on their child and family following the procedure below.

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the manager.
- The manager informs the chairperson of the management committee and sends a written acknowledgement.
- The setting commits to providing access within 14 days - although this may be extended.
- The setting's manager and chairperson of the management committee prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. A copy of these letters is retained on the file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The manager and chairperson of the management committee go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the supervisor, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

## **Staff**

Staff will not discuss children other than for the purpose of curriculum planning.

A breach of confidentiality by a member of staff is a dismissible offence and this is stated in the contract signed by each staff member.

Students and volunteers are also asked to sign a confidentiality agreement.

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

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## **Emergency Closure Policy**

The safety and welfare of the children in our care is paramount. Sometimes there are outside influences that may affect our ability to do this safely which result in Tringham Pre-school having to close at short notice (an Emergency Closure). Where possible we will remain open but Tringham Pre-school needs to consider the welfare of all children and staff.

Examples of when we might need to close are:

- Flooding
- Snow
- Fire damage
- Ice
- Heatwave
- High levels of sickness among the children and staff
- Flu pandemic
- No heating or water in the hall
- A bereavement
- An emergency services incident

This list is not exhaustive of situations that can occur, but each situation will be assessed on an individual basis.

### **Emergency closure**

Tringham Pre-school will assess the situation and inform parents of any closures as soon as possible.

- If the closure involves an emergency evacuation, the staff and children will follow the fire procedures. These are displayed around the setting. Once all the children and staff have been accounted for each of the parents/carers will be contacted to collect their children. This will be done alphabetically using the child's surname.
- Fire drills are carried out regularly ensuring the staff and children are confident of their roles within an emergency evacuation.
- Should it be safe for the children to remain in the hall for a short time, for example in the event of heating failure, contact will be made with each child's emergency contact asking for each child to be collected. Once all the children have been collected the hall will be closed and the staff will leave.
- In the event of an outbreak of sickness – any sick children will be isolated from the general group and their parents/carers informed for pick up. If it is felt necessary Tringham Pre-

school may close to ensure the welfare of all the children and to stop the spread of infection. In the event of a child suffering from a notifiable illness, as set out in the Public Health England website: <https://www.gov.uk/notifiable-diseases-and-causative-organisms-how-to-report>, we will contact the PHE. We will also contact Ofsted and inform them of the illness. Tringham Pre-school will seek advice from the PHE as to when it is safe and practical to re-open so as to prevent the further spread of infection.

- Tringham Pre-school is situated in a hall which has a caretaker – who will be informed of any closures and the reasons for doing so. The caretaker is responsible for organising/contacting the relevant services for example gas/water/electricity.
- The staff of Tringham Pre-school will contact the relevant emergency services in the event of an emergency.
- Any emergency closures will be recorded within the pre-school's incident log.

In some situations, it may be necessary to decide not to open the pre-school in the morning for example in the event of heavy snow overnight. In this event we will email parents and carers notifying them of the closure and place a notice on our Facebook and Twitter pages. Where possible, there will be a member of staff or the committee on site in case the message does not reach all children and a notice placed on the door by the caretaker.

### **Re-opening after an emergency closure**

- Parents/carers will be informed of re-opening via email and on the Tringham Pre-school Facebook page.
- Any paying children will be offered a refund of fees for the period of closure and Surrey Early Years and Childcare Service, our improvement advisor and the Early Years free entitlement team will be contacted with reference to funding and support.

### **Contact numbers**

PHE (Notifiable diseases) - **020 82004400**

Ofsted – **0300 1231231**

Surrey Early Years and Childcare service Free Entitlement Team – **01372 833811**

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## Equality and Diversity Policy

### **Statement of Intent**

Tringham Pre-school is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

### **Aim**

We aim to:

- Provide a secure environment in which all our children can flourish and in which all contributions are valued
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- Continue to improve our knowledge and understanding and issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- Make inclusion a thread that runs through all of the activities of the setting.

### **Methods of Equality and Diversity**

#### **1. Admissions**

Our setting is open to all members of the community.

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

- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

## **2. Employment**

- Posts are advertised and all applicants are judged against explicit and fair criteria
- Applicants are welcome from all backgrounds and posts are open to all
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act, where this is necessary to enable the setting to best meet the needs of the community
- The applicant who best meets the criteria, is offered the post, subject to references and an enhanced DBS check. This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor or application process to ensure that it is fair and accessible.

## **3. Training**

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

## **4. Curriculum**

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

We do this by:

- Making children feel valued and good about themselves
- Ensuring that children have equality of access to learning
- Recognising the different learning styles of girls and boys, 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 possible range of communities in the choice of resources

- Avoiding stereotypes or derogatory images in the selection of books or other visual materials

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## **Food and Drink Policy**

### **Policy Statement**

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

### **Procedures**

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We include foods from the diet of each of the children's cultural backgrounds providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about dietary rules of the religious groups, to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diet and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session/day.
- In order to protect children with food allergies, we have rules about children sharing and swapping their food with one another.
- For children who drink milk, we provide semi-skimmed pasteurised milk.

- Staff will receive food hygiene training before being involved in the preparing and handling of food.

### **Snack**

- Parents are requested to bring in a healthy snack for their children each session.
- This snack should be stored in a suitable container and placed on the snack table.
- Parents are encouraged to bring fruit or cereal, crackers, breadsticks, etc.
- Grapes should be cut in half to avoid choking
- Although every effort will be made to encourage the children to eat their snack, if they choose not to, we will respect their choice.

### **Packed lunches**

Tringham Pre-school cannot provide cooked meals and all children staying for lunch club are required to bring packed lunches, we:

- Encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt or fromage frais (petit filou) where we can only provide cold food from home. We discourage sweet drinks and can provide children with water or milk.
- Discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort.
- Ensure staff sit with children to eat their lunch so that the mealtime is a social occasion whilst ensuring their safety.
- Children will be encouraged to eat their savoury food before they eat their sweet treats.
- Any half or un-eaten food will be returned in the children's lunch box.
- The children will be encouraged to dispose of their rubbish and tidy up the table when they have finished.

### **Cooking activities**

- All children's allergies and dietary requirements will be taken into account when planning cooking activities.
- All foods will adhere to our healthy eating ethos and parents will be informed in advance with regards to what we are cooking.

- Children will follow good practice with regards to hygiene and hand washing before and after the preparation/cooking of foods.
- All ingredients will be fresh and stored appropriately
- All food will be cooked through thoroughly according to recipe instructions.

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## **Health and Safety Policy**

### **Policy statement**

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

The member of staff responsible for Health and Safety is Christine Ludlow, who has received training and is competent to carry out these responsibilities.

The Health and Safety is displayed on the notice board in the main cupboard.

### **Aim**

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

### **Risk assessment**

Our risk assessment process includes:

- Checking for hazards and risks indoors and outside, and in our activities. Our assessment covers adults and children.
- Deciding which areas need attention.
- Developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.

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

- Daily using our weekly Risk Assessment. Any matters arising are then logged in the Health and Safety file along with any action taken or required.
- Yearly – When a full risk assessment checklist is carried out in line with Pre-school insurance policy.

### **Insurance cover**

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on the Parents notice board within the main foyer.

### **Awareness training**

- 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.

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

### **Children's safety**

- Only persons who have been checked for criminal records by an enhanced DBS have unsupervised access to the children, including taking them to the toilet.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.
- All visitors are required to sign into the visitors book and identities checked.

### **Windows**

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

### **Doors**

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

### **Floors**

- All surfaces are checked daily to ensure they are clean and not uneven or damaged. Any issues are logged in the Health and Safety file and reported to the caretaker.

### **Kitchen**

- Children do not have unsupervised access to the kitchen.

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

### **Electrical/gas equipment**

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

### **Storage**

- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing

### **Outdoor area**

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand is cleaned regularly.
- All outdoor activities are supervised at all times.

### **Hygiene**

- We regularly seek information from the Environmental Health Department and Public Health England 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 schedule for cleaning resources and equipment, dressing up clothes, and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities. Any nappies or pull ups are disposed of directly into the external bin.
- We implement good hygiene practices by:
  - Cleaning tables between activities
  - Checking toilets regularly
  - Wear protective clothing – such as aprons and disposable gloves, as appropriate.
  - Providing sets of clean clothes
  - Providing tissues and wipes.

## **Activities**

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

## **Outings and visits**

- We have agreed procedures for the safe conduct of outings.
- Parents always sign consent forms before outings.
- A written risk assessment is carried out before an outing takes place.
- Our adult to child ratio is high, normally one adult to two children (when available)
- Named children are assigned to individual staff to ensure each child is individually supervised and to ensure no child gets lost and there is no unauthorised access to children.

- Staff take a mobile phone on outings, 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.
- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.

### **Missing child**

If a child goes missing from the setting

- The person in charge will carry out a thorough search of the buildings and gardens.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- Person in charge talks to staff to establish what happened
- If the child is not found the parent is contacted and the missing child is reported to the police.

If a child goes missing from an outing where parents are not attending and responsible for their own child, the setting ensures that there is a procedure that is followed.

- As soon as it is noticed that a child is missing, staff at the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff searches the immediate vicinity but does not search beyond that.
- The person in charge is informed. If s/he is not on the outing and makes his/her way to the venue to aid the search and be the point of contact for the police as well as support staff.
- Staff take the remaining children back to the setting.
- The person in charge of the setting contacts the child's parent who makes their way to the setting or outing venue as agreed with the person in charge.
- The staff contact the police using the mobile phone and report the child as missing.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The person in charge contacts the chairperson of the management committee who comes down to the setting as soon as possible.

## **The investigation**

- The management committee chairperson carries out a full investigation taking written statements from all the staff present at the time, or who were on the outing.
- The key person/staff writes an incident report detailing:
  - The date and time of the report
  - What staff/children were in the group/outing
  - When the child was last seen in the group/outing
  - What has taken place in the group/outing since then ; and
  - The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social Services may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements and is recorded in the incident book; the local authority health and safety officer may want to investigate and will decide if there is a case for prosecution.
- OFSTED is informed.
- The Insurance Department at the Pre-School Learning Alliance is informed.

## **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
- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

## **Fire Safety**

- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke alarms and firefighting appliances are maintained by the hall management committee and checked regularly
- Our emergency evacuation procedures are;
  - clearly displayed on the premises;
  - explained to new members of staff, volunteers and parents; and

- practiced regularly at least once every term.
- Records are kept of fire drills.

## **Emergency Procedures**

- In the event of an emergency, the Manager or Deputy will deploy staff as necessary ensuring that the ration of 1:8 and 1:4 are maintained.
- 2 staff members will deal with the incident with at least one of these holding a Paediatric First Aid certificate
- First Aid will be administered as appropriate
- When necessary the emergency services will be called and every attempt will be made to contact the child's parents and emergency contacts.
- The Manager or Deputy will accompany the child to the hospital and remain with the child until their parents arrive.
- A copy of the child's registration forms will travel with the Manager/Deputy to ensure the hospital can access the relevant information in the absence of the parents
- Should the building need to be vacated, we will follow the procedures as laid out in the Fire Procedures.

## **First Aid and Medication**

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

## **Our first aid kit**

- complies with the Health and Safety (First Aid) Regulations 1981
- is regularly checked by a designated member of staff and re-stocked as necessary
- is easily accessible to adults; and
- is kept out of the reach of children.

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

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

### **Our accident book**

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

Ofsted is notified of any injury that requires treatment by a general practitioner or hospital doctor, or the death of a child or adult.

When there is any injury requiring a general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

### **Dealing with incidents**

We meet our legal requirements for the safety of our employees by complying with RIDDOR (The Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

- any accident to a member of staff requiring treatment by a general practitioner or hospital; and
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our Incident Book. See below.

### **Our Incident Book**

- We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above
- These incidents include:
  - Break in, burglary, theft of personal or the setting's property;
  - Fire, flood, gas leak or electrical failure;
  - Attack on a member of staff or parent on the premises or nearby;
  - Any racist incident involving a member of staff or family on the settings premises;
  - Death of a child, and

- A terrorist attack, or threat of one
- In the incident book we record the date and the time of the incident, nature of the event, who was affected, what was done about it – or if it was reported to the police, and if so a crime reference number. Any follow up, or insurance claim made, should also be recorded.
- In the unlikely event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
- In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, or any other means involving an older child, the emergency services are called, and the advice of these services are followed.
- The incident book is separate to that of those recording issues of concern involving a child. This is recorded in the accident/injury and medication file.

### **Administration of medicine**

- Only prescribed medication may be administered. It must be in-date and prescribed for the current condition for the child attending our setting.
- Children taking prescribed medication must be well enough to attend the setting
- Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. This states the name of the child, name/s of the parent(s), date the medication starts, the name of the medication and prescribing doctor, the dose and times, or how and when the medication is to be administered.
- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of medicine.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

### **Sickness**

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents – or other authorised adults – if the child becomes ill while in the setting.

- We do not provide care for children who are unwell, have a temperature, or sickness and diarrhoea, or who have an infectious disease.
- A child or member of staff may not return to pre-school until 48 hours after their last bout of sickness or diarrhoea. This is to prevent the spread of infections.
- Children with headlice are not excluded, but must be treated to remedy the condition.
- Parents are notified if there is a case of headlice in the setting
- Parents are notified if there is an infectious disease, such as chicken pox.
- HIV (Human Immunodeficiency Virus) may affect children or families attending the setting. Staff may or may not be informed about it.
- Children or families are not excluded because of HIV
- Good hygiene practice concerning the clearing of any spilled bodily fluids is carried out at all times.
- Ofsted is notified of any infectious diseases that a qualified medical person considers notifiable
- If a child requires Calpol or similar medication, please do not send them to pre-school. Keep them at home until they are better. If for any reason the child does attend, a member of staff will be notified and if a child is deemed too unwell at any point, a phone call home will be made and the parent will be required to collect at the earliest convenience.

### **Pandemics such as Coronavirus**

Where an outbreak of a disease or pandemic is concerned – the safety and well-being of all of the children and staff is paramount. To ensure that this happens, we will follow the guidelines as set out by the Department of Education (DofE), Public health England (PHE) and the NHS.

Tringham pre-school will ensure that we follow the measures to help minimise the spread of a disease.

In relation to hygiene, all education, childcare and social care settings, should help to prevent the spread of diseases such as coronavirus by dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this such as:

- minimising contact with individuals who are unwell by ensuring that those who have pandemic symptoms such as those of the coronavirus, or who have someone in their household who does, do not attend the pre-school setting

- cleaning hands more often than usual - washing hands thoroughly for 20 seconds with running water and soap and then drying them thoroughly or using alcohol hand rub or sanitiser to ensure that all parts of the hands are covered
- ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- cleaning frequently touched surfaces often using disinfectant products
- minimising contact and mixing by altering, as much as possible, the environment (such as room layout)

### **Safety of adults**

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment they are provided with safe equipment to do so
- All warning signs are clear and in appropriate languages
- Adults do not remain in the building on their own or leave on their own after dark
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.

### **Records**

In accordance with the EYFS, we keep records of:

#### **Adults**

- names and addresses of all staff on the premises, including temporary staff who work with the children or who have substantial access to them.
- Names and addresses of the owners or of all members of the management committee
- All records relating to the staff’s employment within the setting, including application forms, references, results of checks undertaken etc.

#### **Children**

- Names, addresses and telephone numbers of parents and adults authorised to collect children from the setting
- The names, addresses and telephone numbers of emergency contacts in case of children’s illness or accident
- The allergies, dietary requirements and illnesses of individual children
- The times of attendance of children, staff, volunteers and visitors

- Accidents and medicine administration records
- Consents for outings, administration of medication, emergency treatment; and Incidents.

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| 24/02/2020     | Sam Hudson |                |         |
| 20/05/2020     | Sam Hudson |                |         |

## Intimate Care Policy

### **Policy statement**

In this policy the term intimate care refers to the changing of nappies, clothes and assistance when toileting. Tringham Pre-school believes that all children in their care are entitled to discretion and consideration.

### **Procedures**

- Before a child starts to attend the setting, we find out from the parents their child's toileting routine
- Changing areas are warm and there is a clean safe area where a child can sit or lay to be changed
- All staff wear gloves and an apron when involved in intimate care
- All staff model positive hygiene routines
- Children should be encouraged to wash their hands and have soap and towels to hand
- When a child needs changing, the key person will be gentle and make it a positive experience
- Key persons will not make inappropriate comments about a child's genitals when changing them
- All nappies will be disposed of hygienically; they are placed in a nappy bag, tied and then taken to the bin once the child has returned to the main hall.
- Soiled or wet clothes will be placed in a carrier bag, tied and placed within the child's bag or on their chair
- We will encourage and support all children in their toilet training

### **Toilet assistance**

- Although we encourage our children to be independent there are occasions where they ask for help to wipe their bottoms. If it is felt that the child does require assistance, this will be carried out by the key person and logged.

### **Intimate care Log**

The intimate care log is a folder containing a form for each child. This form is filled in when a child has had their nappy changed, had a change of clothes or assistance with wiping their bottom. This log is stored in the toilet during the session for ease of completion.

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## Keyperson Policy

The Key person must help ensure that every child's learning & care is tailored to meet their individual needs. The key person must seek to engage & support parents and/or carers in guiding their child's development at home.' (EYFS 2015)

At Tringham Pre-school we fully embrace the idea that a key person for each child helps that child to feel safe, secure & valued. At the start of your child's journey into preschool she/he will be assigned a key person. This key person can be changed if your child naturally gravitates towards another adult.

The key person will;

- Actively build positive relationships with clear lines of communication between the children & their family.
- Observe & plan for children's likes, interests & individual needs.
- The key person will meet the needs of each child and respond sensitively to their feelings, behaviour & ideas.
- Ensure that children's physical needs are met - Develop a secure & trusting relationship by learning key words in a child's first language or acknowledge their sounds & gestures.
- Keep update & share the child's progress folder with parents. Actively seek & value their written or verbal contribution.
- Support a child through transition periods when moving onto school.
- Develop trust to enable children's independence.
- Be a point of contact for the family if they have any concerns or complaints.
- A parent has the right to change their keyworker if they feel this would benefit the child's development

The key person will spend time with your child each week to come up with next steps in their development & feed these into weekly planning. They will collate these & other focus observations into their learning journal, which can be viewed at any time.

The preschool provides many occasions each year for you to speak both formally & informally to your child's key person such as:

- A formal parent meeting in the autumn and spring terms.
- A stay & Play session in the summer term.
- An open door policy

- Viewing your child's learning journal at any time with a signing in and out process.
- Making an appointment at any time to discuss any aspect of preschool life.

Siblings will always, where possible, be given the same key person if a preference is made. Your child is primarily based with the keyperson, but they will also get to know the other staff members as well, to ensure that staff holidays & staff sickness cause as limited amount of distress to your child as possible.

The key person is simply there to ensure your child is well cared for in a safe environment & is reaching their potential through observations & assessment.

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### Lockdown Policy

In the event of an escaped prisoner from the local prison, a member of the community posing a significant threat to the pre-school or any other incident whereby the pre-school is at risk, we will instigate our lock-down procedure.

- The children will be brought in from outside
- If safe to do so, all signage should be removed from the outside of the building – the banner taken down from the fence and the board brought in from the entrance
- All external doors will be secured and locked
- The curtains in the hall and kitchen will be closed
- The shutter on the hatch will be pulled down
- The Manager will contact the police and follow their advice on how to proceed
- All children and staff should remain in the hall until the police have indicated that it is safe to leave
- Parents will be contacted via email, facebook and/or phone to inform them that the lock down procedure is in place and when it will be safe to re-open. No individual child will be released until it is safe to release all children.
- No parent, carer or other outside visitor will be permitted entry during the lock-down procedure, until it is safe to do so.
- All staff will be trained in 'The Prevent Duty'.
- Lockdown procedures will be practiced from time to time with the staff and children to ensure that best practice is followed if an incident arises.

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## **Mobile Phone Policy**

Tringham Pre-school understand that mobile phones are an integral part of people's lives. However, with the internet and camera capabilities of modern mobile phones, we have to ensure the safety and privacy of all children and staff within the setting. This policy covers the storage and use of mobile phones within Tringham Pre-school to ensure the safety and protection of children at all times.

### **Procedures**

- Tringham Pre-school has a mobile phone that is labelled and turned on at 0830 and off again at 14:30/14:45pm or when the last child has left the setting, whichever is the later. Out of these hours this phone is stored within a locked cupboard.
- This phone has the ability to text and make or receive phone calls with no access to the internet or a camera.
- All staff are required to store their mobile phones on the counter top in the kitchen, out of sight of children, and they will be returned at the end of the session.
- When signing in, Visitors will be made aware of this policy and will be expected to place their phones within a box where they will be returned when signing out.
- Should there be a need to take or make a phone call during session time, phones can be used within the kitchen or outside.
- Any person not wishing to abide by this policy should not bring their phone into the setting.
- Staff will ensure that the manager has up to date contact information and that their immediate family members and children's school have the pre-schools contact number in case of emergencies. This is the responsibility of each individual staff member.

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## **Non-Attendance Policy**

Below is an outline of the procedures to be followed in the event that a child is absent from pre-school.

### **Procedures**

#### **Planned Absence**

Parents or carers are requested to inform the setting of any planned absences e.g. holiday. This can be done by completing an Absence Form and handing to the Manager or child's keyworker prior to the planned time away. A note can then be put into the register. Absence forms can be found hanging in a wallet attached to the green noticeboard in the foyer.

#### **Unplanned Absence**

For unplanned absences e.g. sickness, parents or carers are asked to phone or text the setting on 07906 527870 by 9.30am on the first day of absence.

If no communication has been received by 10.30am, the Manager will phone the parent or carer to establish why child is absent and make a note in the register.

If there is no communication from parent or carer after the 2<sup>nd</sup> day's absence a 2<sup>nd</sup> call will be made.

A written letter will be sent after the 3<sup>rd</sup> days absence if no communication has been made.

If there are concerns about the welfare of a child at any time safeguarding procedures will be followed.

#### **Fees and Funding**

For children not eligible for FEET or EYFE funding, fees are required for **all** absences including sickness, holiday and medical appointments.

For children claiming FEET or EYFE, Surrey Early Years will be informed after absence of more than 2 weeks.

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### **Non-Independently Mobile Bruising**

All professionals working with children are expected as part of their professional duties to make enquiries to ensure that children are kept safe from harm.

- Bruising is rare in children that are not independently mobile and can be a sign of illness or abuse.
- Surrey safeguarding Children's Partnership have created an information leaflet for parents and carers.
- It is the professional responsibility of Tringham Pre-school and the practitioners that work there to ensure that all children are safe from harm – this can include siblings of those children attending. Where there is bruising that is believed to be non-accidental immediate steps will be taken to protect the child from further harm. Tringham pre-school will contact the Children's Services Referral Hub on **0300 470 9100** and follow their guidance.
- Records such as observation reports and body maps, will be kept in accordance with Surrey Safeguarding Children's Partnership and in line with our Safeguarding Policy document.

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### **Parent and Volunteer Policy**

Tringham Pre-school welcomes parents and volunteers into the setting, whether this be to attend a stay and play session or as a volunteer looking to start out in a career in childcare.

- Any parents and volunteers are asked to sign in the visitor's book to record attendance.
- If not for a one off stay & play session, parents and volunteers are asked to read an induction booklet designed specifically for this purpose. The booklet contains a succinct and condensed version of the staff induction.
- Parents and volunteers are asked to complete the table below stating that they have read and understood the Induction booklet. By doing this they agree to work within the policies and procedures laid out in the booklet.
- Only one form needs to be completed per person for each school year.
- It is the responsibility of the pre-school to inform the parents or volunteers of any changes throughout this period.

|   |                                      |
|---|--------------------------------------|
| <b>Name:</b>  | <b>Child's name:</b>                 |
| <b>Address:</b>   | <b>Contact number:</b>               |
| <b>Emergency contact:</b>   |                                      |
| <b>I agree to the policies and procedures as laid out in the induction booklet and will approach a member of staff if I have any queries.</b>   |                                      |
| <b>I understand that it is my responsibility to inform the management at pre-school of any convictions received or pending or of any substance abuse that could affect my suitability as a volunteer.</b> |                                      |
| <b>Signed:</b>  | <b>Date:</b>                         |
| <b>Print name:</b>  | <b>Pre-school (sign &amp; print)</b> |
| <b>Date for renewal:</b>  |                                      |

|                       |                |                       |                |
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| <b>Date reviewed:</b> | <b>Signed:</b> | <b>Date reviewed:</b> | <b>Signed:</b> |
| 30/03/2020            | Sam Hudson     |                       |                |
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## **Parental Involvement Policy**

At Tringham Pre-school, we believe that children benefit most from early year's education and care when parents and settings work together in partnership.

### **Our aim**

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

### **Procedures**

In order to fulfil these aims we:

- are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them;
- encourage and support parents to play an active part in the governance and management of the setting;
- inform all parents on a regular basis about their children's progress;
- involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records;
- provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting;
- consult with parents about the times of meetings to avoid excluding anyone;
- provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language;
- hold meetings in venues that are accessible and appropriate for all;
- welcome the contributions of parents, in whatever form these may take;
- inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure; and

- provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home

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## Physical Handling Policy

### **Statement of intent**

The staff at Tringham Pre-school aim to help the children take responsibility for their own behaviour. They have a duty of care towards all the children who attend the setting.

In order to achieve this, we operate the following physical handling policy:

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

However there are occasions when a child's behaviour presents particular challenges that may require physical handling.

### **Definitions**

There are three main types of physical handling.

- **Positive handling** – the positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations.
  - Giving guidance to children (such as how to hold a paintbrush or when climbing)
  - Providing emotional support (such as placing an arm around a distressed child)
  - Physical care (such as toileting)
  - The staff exercise appropriate care when using touch.
- **Physical Intervention** – this can include mechanical or environmental means such as gates, fences. These may be appropriate ways of ensuring a child's safety.
- **Restrictive Physical Intervention** – this is when a member of staff uses physical force intentionally to restrict a child's movement against his or her will. In most cases this will be through the use of the adult's body rather than mechanical or environmental methods.

### **Principles for the use of Restrictive Physical Intervention**

Restrictive Physical Handling will be used in the context of positive behaviour management approaches.

We will only ever use Restrictive Physical Intervention in extreme circumstances. It is not the preferred way of managing children's behaviour and will be used in the context of a well-established and well implemented positive framework. This positive framework is described in more detail in the 'Achieving Positive Behaviour policy'.

We will do all we can to avoid using Restrictive Physical Intervention. Restrictive Physical Intervention will only be used when staff believe its use is in the child's best interest; their needs are paramount. When children are in danger of hurting themselves, others or of causing significant damage, staff have a responsibility to intervene.

When Restrictive Physical Handling is used, it is used within the principle of reasonable minimal force in proportion to the circumstances. Our staff will use as little restrictive force as necessary in order to maintain safety. Staff will use this for as short a period as possible.

### **When can Restrictive Physical Intervention be used?**

Restrictive Physical Intervention can be justified when:

- Someone is injuring themselves or others
- Someone is damaging property
- There is suspicion that although injury, damage or other crime has not yet happened, it is about to happen

Staff might use Restrictive Physical Intervention if a child is trying to leave their sight and it is judged that the child would be at risk. This would also cover staff that are in charge of children on trips. Other protective measures would also be in place. The aim in using Restrictive Physical Intervention is to restore safety, both for the child and those around him or her.

### **Who can use Restrictive Physical intervention?**

A member of staff who knows the child well, this person is most likely to be able to use other methods to support the child and keep them safe without using Restrictive Physical Intervention. In an emergency all staff could use it. It would be preferable if a staff member had restraint training.

### **What type of Restrictive Physical Intervention can be used?**

Any use of Restrictive Physical Intervention in our setting is consistent with the principles of reasonable minimal force.

Our staff will:

- Aim for side by side contact with the child
- Aim for no gaps between the child and the adults body

- Aim to keep the adults back as straight as possible
- Hold children by ‘long bones’ i.e. avoid grasping at joints where pain and damage are more likely
- Ensure that there is no restriction to the child’s ability to breathe
- Avoid lifting children

It may be necessary for staff to receive specific training in the use of Restrictive Intervention.

## **Planning**

In an emergency staff will do their best within their duty of care and using reasonable minimal force. After an emergency, the situation is reviewed and plans for an appropriate future response are made. An Individual Behaviour Plan for the child will be written. If this behaviour plan includes Restrictive Physical Intervention it will be just one part of a whole approach to supporting a child’s behaviour. Parents will be informed if a behaviour plan is to be put into place and regular meetings will be held.

## **Supporting and reviewing**

It is distressing to be involved in a Restrictive Physical Intervention, support will be given to all those involved (the person doing the holding, the child, or someone observing). After a Restrictive Physical Intervention our staff will review the child’s behaviour plan so that the risk of needing Restrictive Physical Intervention again is reduced.

## **Monitoring**

Monitoring the use of Restrictive Physical Intervention will help identify trends and therefore help develop our ability to meet the needs of the children without using it. This will be done through keeping records and on-going discussions.

## **Complaints**

Where anyone (child, carer, staff member or visitor) has a concern, this should be submitted through our usual complaints procedure.

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## **Safeguarding Children Policy**

Tringham Pre-school will work with children, parents and the community to ensure the safety of all the children within their care to give them the very best start in life.

Our aims are set out in this policy and intend to:

- 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;
- promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence;
- 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;
- help children to establish and sustain satisfying relationships within their families, with peers, and with other adults; and
- Work with parents to build their understanding of and commitment to the principles of safeguarding all our children.

### **Liaison with other agencies**

- We work within the Surrey Safeguarding Children Board Manual of Child Protection procedures (<http://sscb.proceduresonline.com/index.html> ).
- We have a copy of 'What to do if you are worried a child is being abused' (2015) for parents and staff and all staff are familiar with what to do if they have concerns.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.

### **Staffing and volunteers**

- The Designated Safeguarding Lead (DSL) is **Sam Hudson** and the deputy is **Christine Ludlow**.
- It is the responsibility of the DCPO to share information with the team, where appropriate and collating information when there are concerns. When necessary the DCPO will contact Surrey County Council Contact Centre to receive the most up to date and relevant advice and to advise when making decisions about referrals.
- We provide adequate and appropriate staffing resources to meet the needs of children.

- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service (DBS) before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Accidents and incidents are recorded and reviewed regularly to identify any possible safeguarding issues.
- Detailed records are obtained from the children upon admission, including the name, address, date of birth and the name of persons with parental responsibility. These details are reviewed termly with the parents. It is the responsibility of the management to ensure this information is updated.
- All trustees and committee members will have a completed DBS/EY2 and complete any relevant safeguarding training.

### **Responding to suspicions of abuse**

- We acknowledge that abuse of children can take different forms – physical, emotional, and sexual as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.

- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the DSL. The information is stored in the child's personal file.
- Staff and Adults take care not to influence the outcome either through the way they speak to children or by asking questions of children.

### **Disclosures**

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

- offer reassurance to the child;
- listen to the child; and
- give reassurance that she or he will take action.

The member of staff will not question the child

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

The DSL and staff will make a record of:

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

These records are signed and dated and kept in the child's personal file.

All members of staff know the procedures for recording and reporting. Blank copies of the forms for recording can be found in the accident folder.

### **Making a referral**

When it is felt that there is a need to make a referral the DSL will contact Surrey Multi-Agency Safeguarding hub (MASH) on **0300 4709100**, email- [mash@surreycc.gov.uk](mailto:mash@surreycc.gov.uk) (secure email- [mash@surreycc.gcsx.gov.uk](mailto:mash@surreycc.gcsx.gov.uk) . The contact centre is open within Pre-school opening hours. Should the need for a referral to be made, occur out of hours (before 9am or after 5pm) then

the Emergency Duty Team should be contacted on 01483 517898. In an emergency it is good practice to contact the Police in addition.

All referrals will be confirmed in writing within 48 hours of them being made, using the Multi-Agency Referral Form, including a body map where appropriate. Tringham pre-school will ensure they have the most up to date version of the form by checking [www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding) regularly. A copy of the most recent form can be found at the end of this policy along with a copy of the guidance for professionals with a concern about a child.

Before a referral is made Tringham Pre-school will ensure that they have the relevant information required when making the referral. This includes the details of the concern or allegation; the name, date of birth and address of the child; details of the setting and name of the manager and any additional relevant information regarding the child, if possible, such as ethnicity and details of other agencies involved.

### **Informing parents/Carers**

- If we have a concern about a child we will share these concerns with parents/carers. However, if sharing these concerns puts the child at risk of significant harm we will seek the advice from the duty manager at Surrey County Council's contact centre.

### **Confidentiality**

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

### **Support to families**

- The setting believes in building trusting and supportive relationships with families, staff and volunteers in the group.
- The setting makes clear to parents its role and responsibilities in relation to Child Protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local social services department.
- The setting continues to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the social services department in relation to the setting's designated role and tasks in supporting the child and the family, subsequent to any investigation.

- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the procedure and only if appropriate under the guidance of SSCB.

### **Prevent Duty**

- Tringham Pre-school is aware of the Prevent Duty and the need to prevent the children and their families being drawn into terrorism. We will work in partnership with Surrey County Council and follow the action plan and procedures as laid out by them.
- By building a positive relationship with the children and their families; and through promoting fundamental British values within our practice, we will build resilience to radicalisation. We will promote democracy, the rule of law, individual liberty and mutual respect and tolerance.
- If we feel a child or their family is at risk of being drawn into terrorism, we will seek advice from our local authority on **01372 833826** and/or make a referral directly to the police on **999 or 101**.
- If the referral continues to the channel panel stage, we will provide support to both the family and the panel where necessary.

### **Honour Based Violence (HBV) including Female Genital Mutilation (FGM)**

- Tringham Pre-school is aware that there are different types of cultures and communities and with different communities and cultures there come different values and meanings. Although we appreciate that these should be respected there are certain beliefs and traditions that can cause significant harm to children and their families and we have a duty to protect them from harm.
- HBV covers many forms and can ultimately lead to death where an individual brings 'shame' upon their family. Types of HBV are Forced/arranged Marriage, Female Genital Mutilation and Breast Ironing. This list is not exhaustive.
- At Tringham pre-school we attend regular training, both internal and external, to ensure we are up to date with the signs and symptoms of all types of abuse.
- Where there is evidence that a family may be at risk we will make a referral to MASH and the police.

### **Planning**

- The layout of the rooms allows for constant supervision. Children are taken to the toilet by a DBS cleared member of staff, in groups of no more than four children. This member of staff will always make the others aware that they are leaving the room and who with.

## **Curriculum**

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

## **Training**

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff knows the procedures for reporting and recording their concerns in the setting.
- All practitioners will attend Surrey County Council training- Working together to safeguard children: introduction – within six months of commencement of employment.
- A detailed induction will take place upon employment detailing this Safeguarding Children Policy and the relevant procedures along with detailing accidents and evacuation procedures (see Induction Policy).
- All training undertaken and training needs will be highlighted within the Individual Training Log for each member of staff. This log will also identify when there has been a lapse of three years and therefore a refresher course is required.
- The DSL and Deputy DSL have attended Surrey Safeguarding Children's Board modules 1 and 2 training, which is to be updated every two years; this will also be recorded in the training log.

## **Allegations against staff**

- All staff, volunteers and students have a duty to disclose any concerns they have about the conduct of other staff, volunteers and students.

- We ensure that all parents know how to complain about staff or volunteer action within the setting, which may include an allegation of abuse.
- We follow the guidance of the SSCB when responding to any complaint that a member of staff or volunteer has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident.
- Depending on the severity of the complaint, the action to be taken will be discussed by the group's management and appropriate action will be taken. This will include informing Ofsted.
- Our policy is to suspend the member of staff on full pay for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and throughout the process.
- If there is an allegation made against a member of staff we will tell the Surrey County Council Local Authority Child Protection designated officer (LADO) by telephoning the Emergency Duty Desk on **0300 1231650 (option 3)** or via email on [LADO@surreycc.gov.uk](mailto:LADO@surreycc.gov.uk)
- The Independent Safeguarding Authority (ISA) will be contacted in the event of the member of staff being dismissed or removed following an allegation. This will also be the case if the staff member resigns. By informing the ISA it does not mean that the person will automatically be banned from working with children.

## **Whistleblowing**

- All staff at Tringham Pre-school are aware that they have the ability to raise concerns about events and incidents that make them feel uncomfortable or that are felt as inappropriate.
- Whistleblowing can prevent the problem from worsening and can protect both the children, but also other staff members.

A member of staff should:

- Voice their concerns, suspicions and unease as soon as they feel they can. The earlier a concern is raised the easier and sooner it is possible to take action.
- Pin point what is concerning them and why
- Approach someone they can trust and who they believe will respond.
- Make sure they receive a satisfactory response

In 2009 Ofsted launched a Whistle-blower Hotline- **0300 123 3155** – Open 8am to 6pm, Monday to Friday. Whistleblowing disclosures can also be submitted in writing to Ofsted by email to [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk) or by post to: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

#### Contact details

**Multi-agency Safeguarding Hub (MASH):** 0300 4709100 (referring a child)

**Emergency Duty Team (out of hours):** 01483 517898

**Surrey CC LADO (Local Authority Child Protection designated officer):** 0300 1231650  
**(option 3)** (allegations against a member of staff)

**Whistle blower hotline:** 0300 1233155

**Early Years and Childcare Service Advice (Sue Monk):** 01372 833826

**Prevent Advice:** 01372 833826

**Police:** 0845 045 4545 / 101 / 999

**NSPCC:** 0800 800 500

**Ofsted:** 0300 123 1231

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## **SEND and Inclusion Policy**

### **Statement of intent**

At Tringham Pre-school, we strive to provide an environment in which all children are supported to reach their full potential.

### **Aim**

- We have regard for the DFEs Special Educational Needs of Code of Practice 2014
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs and/or disabilities (SEND) and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and if necessary, make adjustments.

### **Methods**

- We designate a member of staff to be Special Educational Needs Co-Ordinator (SENDco) and give his/her name to parents.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of SEND to create and maintain a positive relationship.
- We ensure that parents are informed at all stages of the assessment, planning provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools.
- We use the graduated approach system for identifying, assessing and responding to the children's SEND.
- We use specialist observation tools to identify children with additional needs such as:
  - Tracking and observations
  - Anne Locke profile
  - Every child a talker (ECAT) audit tool

-Behaviour diary

-2 year Progress check

- We provide a broad and balanced curriculum for all children with SEND.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual support plans (ISP) for children with SEND.
- We ensure that children with SEND are appropriately involved at all stages of the graduated approach, taking into their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide resources (human and financial) to implement our SEND policy.
- We ensure the privacy of children with SEND when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialist skills the setting has to offer eg, Makaton trained staff.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. ISP reviews, staff and management meetings, parental and external agency views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure
- We monitor and review our policy annually

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## **Settling-in Policy**

At Tringham Pre-school, we aim to make all the children feel safe, secure and comfortable in our environment. In order to do this effectively, we need to firstly get to know the children and their families to enable them to settle quickly. We then need to use this knowledge to ensure that each child is cared for in a way that is suitable for them as an individual.

### **Procedure**

- Each family will receive a welcome pack when they accept the offer of a childcare place at Tringham pre-school. This welcome pack contains general information about the pre-school including staff, routines and expectations. There are links made to the policies and procedures we have in place.
- Each child is invited to attend at least one induction visit before they join the setting, although we recommend two visits. These visits generally take place at the end of the term before the child is due to join us in the following term.
- On the first induction the children and their families are shown around the pre-school. They have the opportunity to meet the staff and to ask any questions they may have. The manager will go through the registration form picking up on any points for consideration with the care of the child. Parents will also be asked to complete an 'All About Me' form about the child that will provide a baseline for the child's learning journey through Tringham Pre-school.
- Induction sessions start at 9:30am and is diarised for an hour. However, the children and their parents or carers are able to stay on longer if they feel this would benefit their child. Parents are encouraged to stay with the children on their first induction visit.
- On the second visit parents and carers are welcome to attend for the hour, however we like to offer the opportunity for the children to attend alone. A member of staff will be available for the child.
- Further induction sessions are available if it is agreed that they will benefit the children and family.
- Parents and carers are encouraged to stay with their child during the first few sessions at Tringham Pre-school, if that is something they want. However it is explained that this is not always the best option for all children. Each situation will be assessed individually and working together the pre-school and family will base any decisions on what is the best outcome for the child. Parents may be encouraged to leave their children which may cause the parents distress, however Tringham Pre-school will always be focused upon the best interest of the child in their care.

- Where a child may find the transition in to pre-school in the morning or the end of the session difficult, recommendations may be made that the child comes in later or leaves earlier than the other children – extending the time in the session gradually so that eventually they will enter and leave at the same time. This will also be a consideration for young children who find the session too long. They may arrive later than the rest of the group, but leave at the same time or start at the same time and leave earlier. The session can then be extended at a pace that is right for the child.
- Children may bring into pre-school anything, within reason, they may require to make them feel more comfortable, however dummies are not recommended. Where a dummy is used as a comforter it may be placed in the child's bag and only used at times of extreme need. We do not allow children to walk around the pre-school with dummies in their mouth.
- At the end of the child's initial session, a member of staff will be on-hand to discuss the child's session.
- Where a child is upset at the start of the session, we will aim to phone the parents or carers once they have settled. Sometimes this may be a text sent to their mobile. If possible we try to capture a photo of the child involved in an activity during the session which can then be shared with the parents or carers at the end of the morning.

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## **Social Networking Policy**

At Tringham Pre-school, it is our responsibility to safeguard all of the children within the setting.

We understand that the internet is part of society and provides opportunities for communication with others. The internet is ever changing and although this policy gives procedures to be followed at all times, if there is doubt those involved should approach the manager.

This policy is not to stop staff and parents from conducting legitimate activities on the internet, but serves to identify areas in which conflict can occur and protect the children and families attending the setting.

This policy refers to sites such as twitter, Facebook, myspace, Bebo, you tube and many more.

### **Procedures for staff**

Staff members at Tringham Pre-school are in a professional position, therefore they:

- Must not engage in any activities that may harm the welfare of children or adults in connection with the setting.
- Must not engage in activities on the internet which bring Tringham Pre-school or its associated employees into disrepute.
- Should be aware that social networking sites can be accessed by third parties, therefore sharing any information posted.
- Must understand that it is not appropriate to share work related information, whether it is pictorial or written.

Under NO circumstances should comments about Tringham Pre-school, it's staff or children be posted on the internet.

If a staff member believes that something has been written which gives rise to concerns, they should report to the manager or chairperson at the soonest opportunity.

### **Procedures for parents**

Tringham Pre-school is responsible for safeguarding the welfare of your children and staff and expect all parents to respect this. Therefore it is requested that:

- There is no mention of the setting's name, the names of children and staff or other individuals linked to the setting.
- Any photos and videos posted on the internet should be of your child only and contain no other children from the setting unless express permission has been granted by individual parents. Failure to comply with this may result in Tringham Pre-school not allowing any

photography, other than that of professionals or staff for developmental purposes, within the setting.

- It is not appropriate to air grievances through these sites and Tringham Pre-school will take any slanderous comments seriously. There are procedures to follow in the event of a grievance. Please speak to a member of staff, the manager or committee chair in the first instance. If this does not find a resolution, please follow the complaints procedure.

### **Tringham Pre-school Facebook page**

Please bear in mind that the Tringham Pre-school Facebook page should be used for fundraising, conveying messages from Pre-school and appropriate communication between current parents.

It is not to be used as a medium for marketing outside services.

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## **Staff Induction Policy**

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

### **Procedures**

We have a written induction plan for all new staff, which includes the following:

- Introductions to all staff and volunteers, including management committee members where possible.
- Familiarisation with the building, health and safety and fire procedures.
- Ensuring our policies and procedures have been read and are carried out.
- Introduction to parents, especially parents of allocated key children where appropriate.
- Familiarisation with confidential information where applicable in relation to any key children.
- Details of the tasks and daily routines to be completed.
- The induction period lasts two weeks. The manager inducts new staff and volunteers. The chairperson or Deputy Manager inducts new managers.
- During the induction period, the individual must demonstrate an understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.

There is a separate induction booklet for Volunteers. Volunteers are requested to familiarise themselves with the information and to complete a form as confirmation of their understanding. This form is kept within their children's file (if they are a parent) or within their personnel file.

**All Tringham Pre-school policies and procedures will be read and signed by all staff (whether voluntary or paid) upon commencing employment within the pre-school.**

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### Tringham Pre-school Induction Checklist

**Name:**

| <b>Starting date:</b>   | <b>Understanding</b> |                  |             |
|---|----------------------|------------------|-------------|
|   | <b>Checked by</b>    | <b>Agreed by</b> | <b>Date</b> |
| <b>First day</b>  |                      |                  |             |
| Introductions to staff  |                      |                  |             |
| Where to put belongings and security arrangements                 |                      |                  |             |
| Coffee/tea/lunch arrangements                                     |                      |                  |             |
| Parking   |                      |                  |             |
| Building (including toilets, fire exits, etc.)                    |                      |                  |             |
| <b>Essential job information</b>                                  |                      |                  |             |
| Safe practice   |                      |                  |             |
| Standards of conduct and behaviour expected of staff and children |                      |                  |             |
| How and with whom any concerns should be raised                   |                      |                  |             |
| Dealing with parents and other clients                            |                      |                  |             |
| Handling the telephone  |                      |                  |             |
| Dress code  |                      |                  |             |
| Performance review  |                      |                  |             |
| Daily routine and tasks   |                      |                  |             |
| Key children  |                      |                  |             |
| <b>Policies and procedures</b>                                    |                      |                  |             |
| Safeguarding  |                      |                  |             |
| Physical intervention   |                      |                  |             |
| Intimate care   |                      |                  |             |
| Mobile phone  |                      |                  |             |
| Social networking   |                      |                  |             |
| Confidentiality   |                      |                  |             |
| Sickness reporting procedure                                      |                      |                  |             |
| Handling money  |                      |                  |             |
| Disciplinary and Grievance  |                      |                  |             |
| <b>Training and development</b>                                   |                      |                  |             |
| Continuous professional development (CPD)                         |                      |                  |             |
| Supervision and appraisals  |                      |                  |             |
| <b>Health and safety</b>  |                      |                  |             |
| Fire and accident procedures                                      |                      |                  |             |
| First Aid procedure   |                      |                  |             |
| Manual handling   |                      |                  |             |
| Use and care of equipment   |                      |                  |             |
| Daily risk assessment   |                      |                  |             |
| Smoking/ alcohol/ drugs policy                                    |                      |                  |             |

## **Staff Training and Development Policy**

Tringham Pre-school is committed to providing the best quality of care to the children and families that it serves. One way that we aim to do this is by encouraging and supporting the professional and personal development of our staff team.

### **Procedure**

Tringham pre-school endeavours to meet the qualification and training requirements laid out to us by the Early Years Foundation Stage, Ofsted Register requirements and through our contract with Surrey Early Years and Childcare Service.

- We ensure that the person responsible for the setting – manager or deputy manager – holds a minimum level 3 qualification. At least 50% of all other staff hold a relevant level 2/3 qualification.
- We encourage all staff to study towards a level 3 qualification. however we understand that this is not always possible. We aim that all staff have a current first aid certificate and ensure that all staff attend Surrey Safeguarding training within 6 months of joining the setting. This is then monitored and updated every 3 years.
- The setting holds a training and development plan for the whole team detailing qualifications, courses undertaken along with any expiry dates and areas highlighting future development. This is updated termly.
- We undertake regular supervision and annual appraisals. These are documented and any areas for future development or training are recorded on the action plan and fed into the training and development plan.
- As well as the needs of the staff we assess the needs of the children and adapt our training accordingly. Where a child has a special learning requirement, we seek to undertake training to enable us to best support this child. This training may be formal training or could be an in-house training opportunity.
- Where a child has a specific health need we will invite the relevant health care professionals into the setting to discuss how we can offer the best care possible for example a community nurse. Where possible this session will be attended by all practitioners.
- The majority of the training undertaken by the staff at Tringham Pre-school is delivered by Surrey Early Years and Childcare Service. However, we do encourage staff to go to other relevant external training courses to widen their experience and knowledge where possible.
- Each member of staff is expected to attend training courses throughout the year and this is budgeted for within the yearly budget.

- Staff are encouraged to bring three points from each training course undertaken to supervision. These points are discussed allowing the trainee the opportunity to put what they have learned into practice.
- Where a course holds external costs Tringham pre-school will apply for a grant from the workforce development fund to cover a percentage of the course costs. If the grant is received, any excess payment may be made up by Tringham Pre-school however, this is not guaranteed and each case will be looked into individually by the management committee.
- Where a grant from the workforce development fund is received, the member of staff undertaking the training will be required to pay back in full any monies paid along with any money that has been added to the total by Tringham Pre-school if they decide to leave the setting or not to continue with the course. Each member of staff will be required to complete an individual learning agreement to ensure their commitment to the training.
- For higher level courses, there is funding available through the government and student loans. It is up to the student to apply for this funding.
- During periods of study, it may be possible to offer periods of unpaid study leave. Permission should be sought from the management committee and will be subject to obtaining cover staff in their absence.
- Staff are encouraged to feedback from training attended at staff meetings and this is written into the agenda for the meeting.
- The manager is responsible for applying for Surrey Early Years and Childcare training but staff members are encouraged to apply for outside courses themselves however, if necessary the manager will support their application and apply for the funding from the workforce development fund.
- Tringham pre-school welcomes volunteers, especially those looking to begin a career in childcare. We understand the invaluable experience of volunteering at a setting before embarking on the journey into childcare. Volunteers are required to undertake a DBS check – at their expense to ensure their suitability as a volunteer.
- Tringham pre-school will also offer placements for students undertaking a childcare qualification.
- Volunteers and students are given a full induction and are initially given a mentor daily. There is always support available if required.

'Early Years carers and educators are professionals who need to be able continually to develop their knowledge, skills and understanding. They need to be confident in their own practice and in engaging with other professionals, such as health visitors and social worker. The people who make up the diverse early years workforce need opportunities to progress in

their careers, and to become effective pedagogical leaders who understand the learning and development needs of children and can enhance and extend teaching and learning opportunities.' (*Nutbrown Review, 2012 Page 2*)

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## **Staff, Volunteer and Committee Members**

To enable us to meet the regulations as laid out in the Children Act 2004, Tringham Pre-school must keep the name and address along with the telephone number of all staff members, the caretaker and any other persons that will regularly be in unsupervised contact with the children.

### **Staff and volunteer Information**

- Each member of staff has their own personal file. This file holds personal information, appraisal and supervision information along with any course certificates. The number and date of issue of any DBS checks is also recorded. DBS checks must be seen and the number recorded by the manager or chairperson.
- These files are stored in the cupboard and accessed only by the manager and the staff member to whom the file is relevant.
- The chair of the management committee also holds a copy of the staff contact information.
- Staff are expected to complete a contact form, including emergency contacts, annually. This form also has a section whereby the member of staff can declare if they are on any medication that may affect their ability to carry out their role although staff are encouraged to disclose this information as soon as they can.
- All members of staff and volunteers are given an induction before they work directly with the children.
- There is a separate induction policy for permanent members of staff and a booklet specifically designed for parents and volunteers. Everyone is asked to sign a record detailing that they have read and understood the policies provided.

### **Committee members**

- The committee is generally made up of parents for which we hold contact information for.
- The chairperson has a file of detailed information about the committee members and the roles they hold on the committee.

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## **Staffing and Employment Policy**

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

### **Procedure**

- To meet this aim we use the following ratios of adult to child:
  - children aged two years of age: 1 adult : 4 children; and
  - children aged three - seven years of age: 1 adult : 8 children.
- A minimum of two staff/adults are on duty at any one time.
- We use a key person system to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- The manager and deputy manager hold a minimum level 3 qualification and a half of our staff hold a relevant level 2, 3 or higher qualification.
- We provide regular in-service training to all staff.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Policy. Other policies and procedures will be introduced within the induction plan.

- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.
- We use Ofsted guidance on obtaining references and DBS checks through the Disclosure and Barring Service for staff and volunteers who will have substantial access to children.

### **Recruitment**

Tringham Pre-school has a procedure to follow when recruiting for a member of staff and so to offer a non-biased fair system of recruitment.

- Any vacancies are advertised on the website, facebook page and in the local community. They are also advertised on a job based site on the internet.
- All information will be available about how to apply for the vacancy. A telephone number will be given and names and addresses taken.
- The advert will state a visit is recommended.
- Applications and job descriptions will be sent together with a cut-off date for applications.
- An interview date is set and a panel agreed on (minimum 2 persons). A selection of interview questions will be decided on.
- Applications received will then be asked if they can attend an interview time.
- If candidates cannot attend at this time every effort will be made to suit the requirements of this person, at a time that is mutually agreed on.
- All candidates will be asked the same questions.
- All candidates will be told when to expect the outcome of the interview.
- All candidates will receive in writing a letter either offering the post or relating to them they were unsuccessful at this time.

### **Recruitment of ex-offenders**

- An enhanced DBS check is required for all positions of employment at Tringham pre-school therefore all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential

cover, to the chairperson and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

- Unless the nature of the position allows Tringham pre-school to ask questions about your entire criminal record, we only ask about ‘unspent’ convictions as defined in the Rehabilitation of Offenders Act 1974.
- At interview, or in a separate discussion, we ensure 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.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar a person from working with us. This will depend on the nature of the position and the circumstances and background of the offences.

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## **Student Placement Policy**

### **Statement of Intent**

At Tringham Pre-school, we recognise 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 and also students from local schools on work experience.

### **Aim**

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 early years practice.

### **Methods**

- We require schools placing students under the age of 17 years with the setting, to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy and ask them to sign the parent and volunteer induction agreement.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our 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.

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### **Uncollected Child Policy**

In the event that a child is not collected by an authorised adult at the end of a session, Tringham Pre-school puts into practice the agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

#### **Procedures**

- Parents of children starting at the setting are asked to provide specific information which is recorded on our registration form, including:
  - home address and home and mobile telephone numbers - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative;
  - place of work, address and telephone number (if applicable);
  - mobile telephone number (if applicable);
  - names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a child minder or grandparent;
  - information about any person who does not have legal access to the child; and
  - details of whom has parental responsibility for the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they should inform the manager or their child's key person 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 record the name, address and telephone number of the person who will be collecting their child in our Collection Book. We agree with parents how 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 procedures. We provide parents with our contact telephone number.
- If a child is not collected at the end of the session, we follow the following procedures:

- The collections book is checked for any information about changes to the normal collection routine. If no information is available parents/carers are contacted at home or at work.
  - If this is unsuccessful, the adults who are authorised by the parents to collect their child from 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 or in their file.
- 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 procedures for uncollected children:
- We contact Children's Services Contact Centre on: 0300 1231630
  - The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social worker;
  - Social services will aim to find the parent or relative but if they are unable to do so, the child will be admitted into the care of the local authority.
  - Under no circumstances are staff to go to look for the parent, nor do they take the child home with them.
  - A full written report of the incident is recorded in the child's file.
  - Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
  - Ofsted may be informed 0300 123 1231
  - Our Surrey Early Years Improvement Officer may also be informed.

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## Tringham Pre-School Terms and Conditions

**Below are the terms and conditions that govern the basis on which we agree to provide childcare services to you. Throughout the document ‘You’ refers to you as parents and guardians and ‘We’ refers to us, Tringham Pre-school.**

### **1. Admission and sessions**

- You **MUST** complete and return your child’s admissions forms before they will be able to start their sessions with us.
- Children **MUST** attend a minimum of 2 sessions per week unless prior arrangement with the pre-school management team has been made and it is felt it will not negatively impact your child.
- We will try to accommodate any requests you make for additional sessions or hours. This will be dependent upon availability.
- Sessions **CANNOT** be swapped due to absence.

### **2. Attendance**

- If your child will not be attending their session, you **MUST** contact the pre-school to inform them of this absence as soon as is reasonably possible. Any unreported absences may be followed up by a member of staff during the session.
- No refunds will be made if your child is absent from the pre-school, even if the absence is due to illness, holidays or medical appointments etc.
- Repeated absences may result in the offer of a session being withdrawn and the session offered to someone else.
- Children are registered to start each day at set times. If you would like your child to be admitted before the time they are registered this must be organised in advance and an early start fee will be applied.
- Early collection should be organised in advance or reported as soon as possible.

### **3. Information**

- You **MUST** inform us immediately of any changes to your contact details, personal details or any details relating to your child’s health.
- Full details **MUST** be given of anything affecting your child’s health including allergies, conditions or additional needs.
- You **MUST** inform us immediately if your child is the subject of a Court Order and you **MUST** provide us with a copy of such an order if requested.

- We will provide you with verbal updates of your child's progress.
- We will **ALWAYS** seek your permission if we need to share information about your child with any other professional or outside agencies. However, we are required by law to share information with or without your permission when we feel that a child or adult is at significant risk of harm.

#### **4. Opening hours**

- Monday, Thursday and Friday: 08:30-14:30
- Tuesday and Wednesday: 08:30-13:00 (Forest School – 13:00-14:45pm)
- We are open for 38 weeks a year, term time. The length of each term is set by Surrey County Council.
- Tringham Hall is a polling station – the pre-school will be closed on **ALL** polling days.
- We will notify you as soon as possible of any days the pre-school will be closed and refunds will be given where appropriate.

#### **5. Fees**

- Our fees are £6.25 per hour and invoiced termly.
- Fees can be paid in 1, 2 or 3 instalments throughout the term. These are detailed on the invoice.
- Fees can be paid by cash, cheque, BACS or through Childcare vouchers.
- In the event of an unpaid cheque, we will re-issue the invoice for payment from a different source. This invoice will include any charges incurred by us from the bank.
- Unpaid fees will be followed up and could result in withdrawal of your child's space at pre-school.
- If you experience difficulties paying your fees please speak to the Manager. There may be funding available to you or, in exceptional circumstances, we may be able to make alternate arrangements on an individual case basis.

#### **6. Funding**

- We accept local authority funding.
- FEET funding is available for 2 year olds for a maximum of 15 hours per week. You must complete an application form to be eligible.
- We offer up to 30 hours Early Years Free Entitlement Funding to 3 and 4 year olds: 15 hours universal and extended 15 hours depending on eligibility.

- All parents claiming funding are required to initially complete a local authority form each term. This will detail hours attending pre-school and the type of funding required. We will supply these forms for completion at the beginning of each term.
  - Any family intending to claim for more than 15 hours at pre-school or in addition to hours claimed at another setting **MUST** apply for and supply an eligibility code or pay for these hours at the rate of £6.25 per hour.
  - We cannot claim more than 15 hours funding on your behalf without an up-to date HMRC eligibility code. It is your responsibility to apply for this code within the required timeframes.
  - It is also your responsibility to re-apply for this code each term.
  - Where a family becomes ineligible, we will honour the grace period but will be required to charge for unfunded hours the following term unless the required notice period is given.
- See point 11*

## 7. Forest school

- Forest School is only available for 3- and 4-year olds.
- A Forest School session costs £15 which will be invoiced termly.
- A child can attend 1 or 2 Forest School sessions per week depending on demand.
- Forest School sessions are allocated termly and half a term written notice **MUST** be given to decrease or drop the session. If no notice is given the Forest School allocation will be carried over into the following term.
- Forest school sessions cannot be claimed within universal entitlement (15hrs) unless the child is in receipt of EYPP (Early Years Pupil Premium).
- Forest school sessions can be claimed within extended entitlement provided a minimum of 20 hours is claimed at Tringham Pre-school within pre-school hours.

## 8. Illness and exclusions

- You **MUST** inform us immediately if your child is suffering from any contagious disease or illness.
- We hold a list of communicable diseases and the incubation periods and exclusion times published by the Public Health Authority. We will refer to this and will follow the guidelines given. This may result in your child being unable to attend the pre-school until they are well enough.
- In line with government guidelines, any child suffering from diarrhoea and/or vomiting **MUST NOT** return to pre-school until 48 hours after the last episode.

- We reserve the right to contact you and your emergency contacts, if you are unavailable, to request that you collect your child if they become unwell whilst a pre-school.

## **9. Medication**

- In order for the staff to administer medication, you **MUST** authorise this by signing a Tringham Pre-school medication consent form before leaving the premises.
- **ONLY** medication prescribed by a doctor to the individual child will be administered.

## **10. Collection**

- You **MUST** keep us informed as to the identity of the person(s) collecting your child from pre-school.
- Where it is someone who does not normally collect your child or is not known to pre-school, you **MUST** inform the pre-school at the earliest opportunity. This can be done either in person, by phone or email.
- We will use the password provided by yourselves (in the admissions document) to identify anyone collecting your child that is unknown to us.
- If we are not satisfied that the person collecting is authorised to do so, we will contact you directly for confirmation.
- It is your responsibility to inform us of any changes to collection.
- You **MUST** contact us if you are unavoidably delayed and you will be unable to collect your child at the expected time of collection.
- Continual late collection will result in a late payment charge of £5 per every 15 minutes late, a warning will be given before the charge is applied.

## **11. What to bring**

- All children **MUST** bring at least 1 complete change of clothing to each session. All clothing should be clearly labelled with your child's name.
- All children should bring outdoor clothing suitable for the weather, we go outside whatever the weather.
- Children are required to bring a **HEALTHY SNACK**, labelled or in a named container.
- Children staying for lunch need to bring a packed lunch, please note the lunch boxes are stored within the hall so may require a cool block depending on the lunch contents.
- Children wearing nappies **MUST** provide the pre-school with sufficient nappies and wipes (in their bags) for the session. We do have emergency nappies, which can be provided for a fee (£1 per nappy).

- We cannot be held responsible for the loss or damage to children's property unless it is caused due to the negligence of our staff.
- Every reasonable effort will be made by the staff to ensure that the children's belongings do not get damaged or lost.

## **12. Termination of agreement**

- 4 weeks' notice must be given in writing for any decrease in the number of hours your child will require at pre-school or for the withdrawal from the setting completely.
- If insufficient notice is given you will be responsible for the full fees for your child from the date notice was given.
- We may terminate your agreement if: you have failed to pay your fees, you have breached any of your obligations to us under this agreement, you have behaved unacceptably towards a member of staff, volunteers or students or we take the decision to close the pre-school.

## **13. Force Majeure**

- We shall not be liable for any delay in performing or failure to perform any obligation (including to action any alteration or cancellation) due to any case beyond our reasonable control including lock-outs, strikes, shortages of personnel, labour disputes, war, riot, act of God, civil commotion, terrorism, malicious damage, threats of safety, compliance with any law or governmental order, rule, regulation or direction, accident, environmental contamination, pandemic outbreak of disease, breakdown of plant or machinery, fire, flood, storm, difficulty or increased expense in obtaining workmen, materials, goods or raw materials in connection with the performance of this agreement.

## **14. Safeguarding and Child Protection**

- Tringham Pre-school will contact Surrey Safeguarding Children's Board if we have any concerns or in the event of a disclosure.
- It is your responsibility to give Tringham Pre-school information (name, address and other contact details) of every person who is a parent and/or carer and/or has parental responsibility for the child. It is also your responsibility to tell us who the child normally lives with.

## **15. Personal Searches**

- Tringham Pre-school reserves the right to search the bags and other personal property of all persons on the premises in appropriate circumstances.

## **16. Jewellery, Valuables and Lost Property**

- Tringham Pre-school will not be liable for any item of jewellery or valuable property brought to the Location by the Child.
- Children must not wear jewellery whilst taking part in physical activities. If a child is instructed to remove jewellery at any time, Tringham Pre-school will not be responsible for its safekeeping.
- Tringham Pre-school will not be responsible for any property left at the Location (by the Child or otherwise), and may dispose of any such property if not claimed and collected by you within seven days of the end of term.

**If you have any concerns with the service, we provide please discuss these with the Manager or Chairperson. Your satisfaction is of paramount importance to us and any concerns/ complaints will be recorded in line with our complaints policy.**

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**Please complete and return:**

**We/I have read and understood the terms and conditions of this agreement and agree to comply with them**

**We/I will adhere to the pre-school policies and procedures of which a copy can be found located on the table in the foyer.**

| Parent / Guardian 1   | Parent / Guardian 2   |  |
|-----------------------|-----------------------|--|
| Print name:           | Print name            |  |
| Signed                | Signed                |  |
| Date                  | Date                  |  |
| Relationship to child | Relationship to child |  |
| Manager               | Signed & Date         |  |

## **Visitors Policy**

### **Statement**

Tringham Pre-School welcomes visitors and operates an open door policy. However, limitations may be placed on visitors to protect the safety of children and staff and to avoid unnecessary disruption. The Pre-School Manager, Sam Hudson, (or in the absence of the Manager, Deputy Managers, Natalie Mason and Christine Ludlow) has the authority to determine which visits are to be permitted as well as the discretion to set any appropriate conditions on the nature of and extent of such visits. In exercising their discretion, the Pre-School Manager will consider the purpose of the visit, the impact of the visitors' presence and the relationship of any visitor to the children.

Tringham Pre-School reserves the right to refuse entry to any person, which we may have reasonable doubt of their identity or visiting capacity, until that person's identity can be confirmed, for example by means of a phone call to a professional body or company. In instances where parents are separated both custodial and non custodial parents have rights to visit the Pre-School unless a court order exists restricting such contact.

- All visitors must sign the Visitors' Book on arrival and departure. If a visitor is in the Pre-School for more than an hour, the Pre-school Manager/Deputy Managers must point out fire procedures.
- All visitors should wear a visitor's lanyard to identify themselves to staff within the Pre-School.
- A member of staff must accompany visitors in the Pre-School at all times while in the building;
- At no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the Manager.

### **1. Security**

- Staff must check the identity of any visitors they do not recognise before allowing them into the main Pre-School.
- Visitors to the pre-school must be recorded in the Visitors' Book and accompanied by a member of staff at all times while in the building.
- No visitor will be allowed to move freely around the setting unaccompanied unless that person is on the premises in a direct professional matter i.e. Speech and language, Educational psychologist
- All external doors must be kept locked at all times and any external gates closed/locked.

- All internal doors and gates must be kept closed to ensure children are not able to wander.
- Parents, visitors and students are reminded not to allow entry to any person, whether they know this person or not.
- Staff within the Pre-School should be the only people allowing external visitors and parents entry to the Pre-School.
- The pre-school will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents.

## **2. Procedure for Welcoming Visitors**

All staff, parents/carers, children and visitors must only enter the pre-school by way of the main entrance. The entrance door must never be opened by another parent/carer or visitor. On answering the door staff must:-

- Open the door and greet the visitor – ask the visitor to supply their name/and business and the reason for the visit/who they wish to see. Unless it is a parent enquiring about the Pre-School, all other visitors should be asked for proof of identity.
- Unless the person is known to the pre-school (i.e. usual contractors) or has a confirmed appointment, the visitor should be asked to wait at the door until the staff member has confirmed with the Management Team that the visitor can be allowed to enter the reception area.
- Inform the visitor of our mobile phone policy – if they have a mobile phone with them they cannot bring it into the pre-school and must therefore leave it in their car or in the mobile phone box provided in the office for collection afterwards.
- Visitors must then sign in at the reception area documenting their time of arrival and be issued with a visitor's lanyard which must be worn for the duration of their visit.
- Ask the visitor to wait in the reception area.
- Inform the setting Manager/Deputy Manager if not already done so and they will then deal with the visit.
- The visitor must sign out at the end of the visit recording their time of departure and return the visitors lanyard.

| Date reviewed: | Signed:    | Date reviewed: | Signed: |
|----------------|------------|----------------|---------|
| 24/02/2020     | Sam Hudson |                |         |
|                |            |                |         |