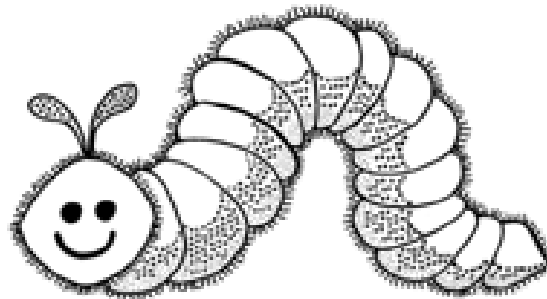


Caterpillar Pre-School Policy Documents

**Battle Baptist Church
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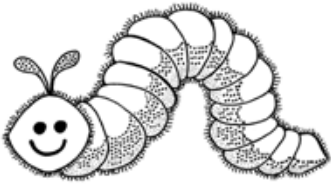
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All policies are revised by the Caterpillar Management Committee, in line with a rolling programme of review.

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Staffing and Employment Policy

"All organisations working with children and families must have robust recruitment and vetting procedures to help prevent unsuitable people from working with children"

(Safeguarding Children: A manual for practitioners working with children aged 0 to 5 years, 2014, p.32)

Recruitment

- We are committed to recruiting, appointing and employing staff in accordance with all current legislation.
- Job vacancies are identified as soon as possible to ensure the recruitment process can begin with ample time, ensuring staffing ratios and capacities are fulfilled at all times.
- A job description for the post will be written/reviewed by the Management Committee, which will include the employee's responsibility for safeguarding children in the setting.
- A person specification including essential and desirable criteria will be written/reviewed by the Management Committee, which will also include the employee's responsibility for safeguarding children in the setting.
- The advert will be designed and publicised, with information on how to request a recruitment pack. The recruitment pack will contain an appropriate application form, the job specification and person specification. CVs will not be accepted as a form of application.

Vetting

- Applicants who return their recruitment pack with the required information will be invited to visit the setting.
- If deemed that the applicant **may** be a suitable person to work in the setting, they will be invited for a face to face interview.
- Previous employment history will be sought, and any gaps in employment history will be explored during the interview.
- The applicants attitude towards children and their motivation for pursuing the role will also be explored during the interview.
- References will be requested from the details provided on the application form. At least one of these references will be from a previous employer. They will be specifically asked if there have been previous concerns or allegation towards the applicant regarding their behaviour towards children.

- The applicants DBS will be investigated via the 'updated service' or a new DBS carried out if necessary. The person in question will not have unsupervised contact with any children until the DBS has been returned and confirmed suitably clear.
- The applicant will be required to provide suitable identification such as a passport or driving license.
- Validity of qualifications will be checked by asking the applicant to provide certificates.

Prior to commencement of employment

- Ensure that new staff have received and read copies of the current policies, their personal job description, the staff handbook, their contract and any other relevant literature.
- The above is especially important for familiarisation of the settings safeguarding policies and procedures. Alongside this, the new member of staff will be informed of the line of accountability in the setting for safeguarding and children's welfare.
- Basic child protection e-training as recommended and provided by East Sussex County Council (ESCC) will be undertaken. In addition, we will also endeavour to ensure e-training for the Prevent Duty is carried out.
- Ensure that the new employee is clear regarding the structure of the setting including the management committee, manager and deputy, staff with additional responsibilities and how the setting interacts with the church.
- Establish that the new staff member has understanding of his/her role and give time for any questions relating to the documentation above.

Induction

- For the first week (at least depending on number of sessions working) the new member will work alongside an experience member of staff to familiarise them with the pre-school routines and to give them an opportunity to relate to and get to know the children.
- The new member of staff will not be given any official responsibility at this stage - such as engagement in care routines - until the manager and employee are both happy that he/she is familiar enough with the routines and children.

Ongoing

- Liaison over first few weeks will take place, ensuring the new staff member is happy and settling into role, and that the management are happy with their involvement and progression.
- The employees progress will be officially reviewed after three months, in line with end of probationary period of employment.
- Existing staff member who progress into new roles with increased responsibility will also be subject to the three-month probationary period. For clarification, this could be if a practitioner progresses from general practitioner and/or 'buddy' to a keyperson (see keyperson policy).

- Mentoring sessions will be provided - if deemed necessary - for any member of staff that moves into a higher responsibility role, or for a member of staff who may need support within their existing role. Mentoring will consist of regular meetings (i.e. weekly/fortnightly) with the pre-school manager so that the practitioner feels supported within their role.

Staffing

- Our manager is a Qualified Early Years Teacher with a first class BA Honours Degree in Professional Studies of Learning and Development. The majority of the rest of our existing staff team have a suitable qualification in Early Years Education.
- Where financially and accommodatingly possible we welcome those who desire to 'train on the job' i.e apprentices and work experience students (see Students in the Setting Policy).
- The ratio requirements as outlined in the Statutory Guidance for the EYFS will be adhered to at all times, taking into consideration the ages of the children and qualifications of practitioners.
- We will endeavour to adopt high ratio levels wherever possible i.e. apprentices will not be counted within the ratio calculations on a daily basis, but may be used if staffing constraints require. Short term work experience students will not be counted in the ratio calculations.
- Our keyperson system ensures each child and family has one particular staff member who takes a special interest in them.
- Regular staff meetings provide opportunities for staff to undertake provision and planning reviews, to discuss the children's progress and to offer engage in teamwork and continuous improvement.
- We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all social ethnic and cultural groups who are in sympathy with the Christian ethos of group.
- Regular in-house training is available to staff on particular topics in which training has been attended and therefore information cascaded.
- Our pre-school's budget includes an allocation towards out of house training costs.
- We support the work of our staff by means of appropriate training, regular monitoring, supervision and annual appraisals.

Supervision

- Staff supervision will take place every eight to ten weeks throughout the academic year.

- Support, coaching and training will be paramount within supervision sessions to foster a culture of a continuing strive for professional development, support and team work.
- Supervision sessions will give practitioners the opportunity to speak with the pre-school manager in confidence about sensitive issues, including: matters concerning children's development or wellbeing/welfare, solutions to any issues previously or currently arising, coaching for performance/effectiveness and such like.
- Individual training needs will be discussed, and a manageable list of desirable courses and/or learning opportunities will be recorded.

Appraisals

- Individual staff appraisals will be conducted annually.
 - Long term targets from the previous year will be reviewed and discussed. If it is the practitioners first appraisal, initial targets will be set.
 - Each target will be individual to the practitioner in question, taking into consideration their job role and individual development etc.
 - Previous mentoring documents and/or supervision documents will be drawn upon if necessary to discuss practitioner performance.
 - It is expected that both the manager and practitioner keep in mind the practitioners set targets throughout the year, to ensure they are achieved or worked towards to the best of their ability.
-
- See Caterpillar Pre-School Document: 'Vacancy Filling for Staff: Policies and Procedures' (June 2016)
 - See Safeguarding Children: A manual for early years practitioners working with children aged 0 to 5 years (2014, Section 19, Page 32)
 - See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)



Dealing with Allegations, Whistle-Blowing and Complaints

"All organisations and settings providing services for children must have written procedures in place for dealing with any allegation made against people working, looking after or living with children to enable to allegation to be dealt with fairly, effectively and within a reasonable timescale".

(Safeguarding Children: A manual for practitioners working with children aged 0 to 5 years, 2014, p.33)

"Providers must put into place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome".

(Statutory framework for the EYFS, 2017, p.33)

Caterpillar Pre-school aims to provide the highest quality education and care for all our children. We aim to offer a warm welcome to each individual child and family and to provide a caring environment within which all children can learn and develop as they play. We believe children and parents are entitled to expect courtesy and prompt careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve the setting at any time. Please feel free to provide suggestions to us via our Suggestion Box on the foyer, using the slip provided.

Dealing with Allegations

- In the event of an allegation being made, this should be reported to the Designated Safeguarding Lead (DSL) Jo Garlick, or in her absence, Georgia Dowling (also DSL trained). The DSL/s will ensure that any allegation made against a member of staff is reported to Ofsted within the timescale required.
- We recognise that allegations may arise in a number of ways, such as a disclosure from a child, a report from a parent/carer, or through a concern raised by another practitioner within the setting. It is also recognised that an allegation could involve a person's actions or behaviour within the setting or their private life.

- The allegation will be treated seriously, without assumption.
- The person making the allegation should act quickly and effectively by firstly, writing an accurate record of the incident/conversation which includes: a time, date, place and any witnesses. Any dialogue should be recorded in the exact way it was spoken by the child and/or adult.
- The matter should then be reported to the DSL who will decide if the allegation indicates that somebody may have:
 - Behaved in a way that has harmed, or may have harmed a child
 - Committed a criminal offence against, or related to a child
 - Behaved towards a child or children that indicates that they may not be suitable to work with children.
- The DSL will then contact the Local Authority Designated Officer (LADO) Amanda Glover on **01323 466606/07825782793**. If the LADO is unavailable, the Head of Children's Safeguarding will be contacted on **01273 481289**. If the concern is raised after hours, the Emergency Duty Service will be contacted, or in an emergency, the Sussex Police.
- The child's parents/carers will be notified of the allegation as quickly as practicable.
- The child who may be or have been at risk of harm will be supported in an age/stage appropriate manner.
- The person whom the allegation concerns will be notified if the LADO agrees to this. If the LADO recommends otherwise, this advice shall be followed.
- The person in question will be treated fairly and honestly, and will be suspended on full pay whilst the investigation is ongoing, to protect both parties concerned.
- All records will be stored securely, and only shared on a 'need to know' basis.
- At the end of the investigation, an outcome will be reached:
 - Substantiated: supported by evidence
 - Unsubstantiated: insufficient evidence to prove or disprove
 - Unfounded: a mistake or a misinterpretation was made
 - Deliberately invented or malicious: evidence is required for this
- Advice will be sought from the LADO as to whether or not a referral is needed to the Disclosure and Barring Service (DBS).

Whistle-Blowing

- All concerns regarding safeguarding must be directed to the Designated Safeguarding Lead (DSL) Jo Garlick, or in her absence, Georgia Dowling.
- If the complaint relates to the DSL/s, it must be directed to the Registered Person, John Southam.

- If the complaint relates to the Registered Person, the complaint must be directed to the Local Authority Designated Officer (LADO) Amanda Glover on **01323 466606/07825782793** and Ofsted on **0300 123 1231**.

Making Concerns Known

- A parent who is uneasy about any aspect of the settings provision should first of all talk over any worries and anxieties with the pre-school manager.
- If this does not have a satisfactory outcome for the parent within two weeks, or if the issue recurs, the parent should put the concerns or complaint in writing and request a meeting with the pre-school leader and the chair of the Management Committee. In the event of such a meeting both the child's parent/carer and the pre-school manager may arrange for a third party to be present and an agreed written record of the discussion should be made and retained by the chair of the Management Committee.
- **Most complaints should be resolved informally or at this initial stage.**
- If the matter is still not dealt with to the parent's satisfaction, the parent should again contact the chair of the Management Committee.
- If an agreement cannot be reached, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation. The mediator will keep all discussion confidential. She/he will meet with the group if requested and will keep an agreed written record of any meetings that are held and of any advice she/he has given.

Dealing with Complaints

- Any complaint received in writing or in electronic format will be investigated and a reply (in writing) to the complainant of the findings and action taken made within 28 days.
- A written record (which will be retained for 10 years) will be made of any complaint and the action taken and sent to Ofsted.
- If we become aware that we are to be inspected by Ofsted, we will make all parents/carers aware of this. After the inspection a copy of the report will be sent to all parents/carers.
- The Ofsted number to call is **0300 123 1231**.

The Role of the Registering Authority - Ofsted

- In some circumstances, it will be necessary to bring in the education and registering authority who have a duty to ensure laid down requirements are adhered to. The registering authority would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration requirements. In these cases, both parent and pre-school would be informed and Ofsted would ensure that an investigation of the complaint is to take place, followed by action they deemed appropriate.

Staff Complaints or Grievances

See details of the policies and procedures in the Caterpillar Staff Handbook.

- See Safeguarding Children: A Manual for Early Years Practitioners Working with Children aged 0-5 Years 2014 (Section 20, Page 33-35)
- See Working Together to Safeguard Children 2015
- See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)
- See East Sussex LSCB: www.eastsussexlscb.org.uk
- See Staff Handbook - for all employed by Battle Baptist Church's Caterpillar Pre-School



Students in the Setting Policy

We recognise that the quality and variety of work that occurs in a pre-school makes it an ideal place for students on placement from school and college Early Years Education courses.

Pre-School Objectives

- All students will spend the first part of their time in the setting reading through our policy documents. They will be encouraged to highlight and identify all points relevant to their time in the setting and discuss these with the manager or deputy.
- Extra importance will be placed on the safeguarding policies: social networking and e-safety, and mobile phones and cameras.

Students are welcomed into the pre-school on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the pre-school.
- Students who have relatives in the setting will be considered for placements, but may be declined at the manager's discretion due to a conflict of interest.
- Students must be confirmed by their tutor as being engaged in an appropriate Early Years Education course which provides necessary background understanding of child development.
- Students required to conduct child studies will obtain written permission from the child's parents/carers **before** the child is observed or studied. This remains the same for any photographs needed too. We will ensure that photographs are anonymised if used in portfolios and such like.
- Students will not be expected to engage in nappy changing or toileting routines, unless absolutely required from their course; during which they will be accompanied by a member of staff.
- Under no circumstances will students be left alone with the children.
- Students will not be permitted to access the toilet area.
- Students are not permitted to answer the door or telephone at any time.
-



Child Admissions Policy

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'

(Statutory Framework for the EYFS, 2017, p.5)

It is our intention to ensure that Caterpillar Pre-School is accessible to children and families from the local community and surrounding areas. To appeal to local families we advertise within the local community including the library, children's centre and local primary school. All children regardless of their nationality, cultural background, ability, health or social class will be welcomed into the setting; along with their families, parents and carers.

We want children to feel safe and happy in the absence of their parents, to recognise adults in the pre-school as sources of security, and to be able to share with their parents their learning experiences enjoyed in the pre-school. Children cannot play or learn successfully if they are anxious and unhappy. Our settling procedures aim to help parents to help their children to feel comfortable in the pre-school, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session.

Enrolment

- In order to accomplish a welcoming environment for all, we will ensure that prospective parents/carers are made aware that they are invited to view the setting before they commit to enrolling their child into the setting.
- Ensure that prospective parents/carers are made aware of how to access our policies online, or given hard copies if preferred.
- In order to accomplish a fair admissions process we will be flexible about attendance patterns and sessions allocated (subject to availability), so as to accommodate the needs of individual children and families.
- We will take into consideration when the Enquiry and Registration Forms are received, along with a deposit to secure a place. We will work on a 'first come first serve' basis.
- When a child is registered to the setting, parents/cares must inform us of any previous settings attended, and we will contact them.

EYEE Funding and Early Years Pupil Premium (EYPP):

- Children accessing 2 Year Funding or 3/4 Year Universal EYEE Funding will not be required to pay a top-up fee, or forced to commit to additional hours over their 15 hours of entitlement, unless they wish to do so. This also stands for any children who are entitled to 30 hours of funding.

- Parents of funded children will be required to pay a £20 deposit to secure their child's sessions, which will be returned in full during the term in which the child begins their time in the setting. A registration fee will not be charged for fully funded children. This also stands for any children who are entitled to 30 hours of funding.
- If a child is no longer eligible to access 30 hours of funded childcare, the grace period informed to us by East Sussex County Council (ESCC) will be followed.
- We will work closely with the parents/carers to consider the child's wellbeing if the free entitlement is split across different providers.
- All families will be encouraged to apply for EYPP when their child begins to access 3/4 Year Universal EYEE Funding.
- Written consent (via the ESCC parental agreement document) will be provided by the parent to allow us to receive confirmation and notification of the validity of 30 hour eligibility codes.
- This document will also give consent for application for EYPP and Disability Access Fund (DAF).

Settling In

- Flexible settling in procedures will be used to meet the needs of individual families and children. This will always be arranged when the child's key person is freely available.
- We will offer a minimum of two 1.5 hour settling in sessions for each child/family for them to spend time with their key person in the setting in order for initial relationships to be formed.
- During the first session both the child and parent will be invited into the setting. The child's Red Book or equivalent will be requested at this session, and ideally it will be brought along to the second session.
- During the second session, if appropriate for the child, the parent/carer will be encouraged to leave the setting to ensure their child begins to recognise that their parent/carer will be leaving and returning. It will usually be appropriate for parents/carers to separate from their children for brief periods at first, gradually building up to longer absences.
- Further settling in sessions will be arranged if needed, with the best interests of the child in mind.
- It will be made clear to families from the outset that they will be supported in the pre-school for as long as it takes for their child to settle.
- Parents whose children take time settling into the pre-school will be reassured, and new strategies suggested, in line with the needs of the child.
- New children and families will be introduced into the group on a staggered basis, for example, two new children a day for a week rather than ten new children all at once.
- When new children have their first session at pre-school, their key person or buddy will always be available.

We also recognise that children and families will often feel more comfortable meeting their child's key person for the first time in their own home, where staffing and ratio levels allow. One home visit will be arranged (with parental consent) for each child prior to the settling in process stated above. Families are not obliged to agree to a home visit, although it is encouraged for the child's best interests and wellbeing.

Home Visits

- Each child's key person will be accompanied by their buddy (where possible) during a home visit.
- If the keyperson's buddy is unavailable, they will be accompanied by another member of staff.
- Each home visit will last for approximately 45 minutes.
- During this time, the pre-school 'Welcome Pack' will be explained and relevant information gathered. Typically, the second member of staff will aim to do this whilst the keyperson begins to develop a relationship with the child through play.
- Under no circumstances will either practitioner be left alone with the child.
- Following the home visit, the settling in process stated above will commence.

- See Equalities Act 2010
- See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)
- See Model Agreement: Early years provision free of charge and free childcare (March 2017)



Charging and Fees Policy

Payment Expectations for Parents

- The £20 deposit and £20 registration fee (if your child is not fully funded) is to be paid before your child begins the settling in process.
- A paper invoice will be provided at the beginning of every half term. This will have a clear breakdown of relevant payments to be made, and a total payable figure.
- All payments must be received by the end of each half term.
- It is expected that if you have any difficulty with payment, you speak with the pre-school manager or deputy at the soonest possible opportunity.
- Part payments can be made throughout the half term.
- Payments can be made via cash, cheque, bank transfer or a relevant voucher scheme.
- Paper payment reminders will be sent out to parents if full payments have not been made before the last two weeks of term.
- A final reminder will be given verbally in the last week of term if payments have not been acknowledged or received.
- If payments have not been received by the last day of term, a formal letter will be sent as soon as possible in a bid for payment to be made over the school holiday.

Outstanding Debt Procedure

- If the following term is entered and payment has still not been received, you will be asked to only bring your child into pre-school for their funded sessions (15-30 hours per week).
- Until the outstanding debt is cleared, additional hours will be unavailable.
- Consistent liaison with the pre-school manager or deputy is vital at this point.
- If the debt has not been cleared after two weeks of the new term, the child's additional booked sessions will be offered to the next person on the waiting list.
- The child will still be entitled to receive their 15-30 funded hours per week.

Optional Extras

- Government funding is intended to cover the costs to deliver 15-30 hours of childcare. It is not intended to cover the cost of meals, consumables, additional hours or additional services.
- At this present time, we do not charge for any optional extras. For this reason, we therefore rely on each family to provide their child with a suitable packed lunch, nappies, wipes and sun-cream for warmer weathers.

➤ See Model Agreement: Early years provision free of charge and free childcare (March 2017)



Key Person Policy

"Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents".

(Statutory Framework for the EYFS, 2017, p.22-23)

A key person is a named member of staff who is responsible for a small group of children within the setting. Parents and children will be made aware of their child's key person before the child starts at the setting. An attachment relationship between the child and key person will be made initially through home visits and/or settling-in sessions alongside the parent. The key person will be the first point of contact for parents/carers with regards to their child. Each keyperson works closely alongside another adult, who is their 'buddy'. This person will also build a relationship with the child and parent, and will be available to both parties if the initial keyperson is not.

When allocating key people for children, we will try our utmost to ensure staffs working sessions and children's booked sessions are matched to provide consistency of care for the children. If a child's key person is absent, our 'buddy system' will come into play. It is the role of the 'buddy' to become responsible for their group of children if they are not present. This ensures that the children will still have an adult who they know well to ensure their needs are met and their wellbeing is maintained.

We recognise that on occasions it may be appropriate to change a child's key person - such as if they have created an emotional attachment with a different member of staff and feel secure with them. We will take into account the 'child's voice', and consult parents/carers about the adaptation, carrying this out in a sensitive manner for the best interest of child.

Key Person Responsibilities for the Children:

- The key person and buddy will build a relationship and provide a secure attachment for children within the pre-school.
- The key person and/or buddy will be made available when a new child whom they are responsible for is settling into the pre-school.
- The key person and/or buddy will be within the setting when a new child whom they are responsible for is attending their first sessions.
- The key person and buddy will respond to children sensitively in ways that are relevant to their age and stage of development, taking into account their individual needs and feelings.

- The key person and buddy will carry out nappy changing, help with toileting and clothing changes for their key children, wherever possible.
- The key person and buddy will be responsible for administering prescribed medicine to their key children when needed, and will ensure all relevant paperwork is completed for this (see Medication and Illnesses policy).
- The key person and buddy will support their children through a range of transitions - big and small - such as moving on to primary school, a new baby in the family or moving to a new house.

Key Person Responsibilities for the Parents/Carers

- The key person and buddy will also build a relationship with the children's parents/carers to ensure they feel at ease when leaving their children and are comfortable to share information.
- The key person and buddy will recognise that parents/carers know their child best and will work closely with them, taking into account their views, wishes and knowledge of their child.
- The key person and buddy will ensure a two way flow of information is maintained through the sharing of the child's development records via Tapestry on a regular basis; ensuring parents are given the opportunity to contribute to these.
- The key person and buddy will provide suggested ideas and opportunities for the home learning environment in relation to the child's next steps and interests.
- Each key person will conduct three 'parent's evenings' per academic year in the hope that each parent will attend at least one of these. Conversation about each individual child's temperament, development and next steps will be discussed.

Other

- The key person and buddy will observe and assess their key children's learning and development, and will generate next steps, ensuring that the EYFS is adapted effectively to meet their individual needs, stages and interests.
- Key people will carry out small group activities with their key children, daily, wherever possible.
- The key person and buddy is responsible for completing their key children's 27 Month Progress Reviews and their Transition to School Document before the child moves on to primary school. Both reviews will be conducted with the child's parents/carers.
- It is also the responsibility of the key person to share these documents with other relevant professionals.
- The key person and buddy will share relevant information with other settings and professionals when appropriate, or asked to do so by a senior member of staff.
- The key person and buddy will discuss any concerns they may have with the pre-school management so that advice can be sought and action taken to ensure the wellbeing of the child is maintained.
- If a child from the key person's group is in receipt of EYPP, the key person will work alongside the pre-school manager to identify areas of need. For example, the key person may identify equipment or resources that could be used in the home and setting to accelerate development. The key person will explain to the

parents/carers how to use the resources and will liaise regularly on progress made.

Pre-School Responsibilities

- The pre-school management will oversee development records and review progress regularly throughout the academic year.
 - The pre-school management will ensure that clear professional boundaries are maintained between parents/carers and key people/pre-school staff.
 - Opportunities for support and discussion (via supervision sessions) will be provided for staff to allow them to reflect on children's progress and identify any additional support needed through multi-agency working.
-
- See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)



Parental Involvement Policy

"Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up".

(Statutory framework for the EYFS, 2017, p.5)

Pre-School Responsibilities

- We will communicate with parents in ways appropriate to those individuals.
- We will ensure all new parents aware of the pre-school systems and policies for parent partnerships during the settling in period.
- We will encourage parents to play an active part in the management of the pre-school by inviting them to join the pre-school committee as a parent representative.
- We will encourage parents to play a part in the day-to-day involvement of the pre-school by inviting them to join us on trips, community visits and open days.
- We will ensure that parents are informed on a regular basis about their child's progress. This may be in written form, during consultations or through conversation; but most frequently throughout our online learning journal system, Tapestry.
- During the settling in process, each parent will be made aware of Tapestry and their contact details taken so that they can be added to the child's database. All parents will be encouraged to use the system.
- Contributions from parents - whatever form these may take - will always be welcomed.
- We will also involve parents in shared record keeping about their own child, both formally via consultations and informally through discussions.
- We will provide opportunities for parents to learn about the pre-school curriculum and about young children's learning, health and wellbeing by encouraging them to attend parent events throughout the academic year.
- It will be made known to the parents the systems for registering queries, complaints or suggestions.
- An 'open-door policy' will always be operated.

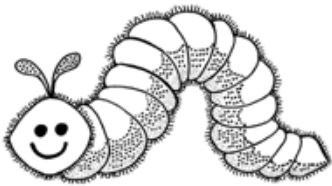
Expectations of Parents

- To attend at least one 'parents evening' per academic year.

- To contribute to their child's development records by commenting on posted observations, and by creating their own to share learning moments from home.
- To be keen to attend a variety of parent events throughout the academic year, such as Stay and Play sessions and Open Afternoons.
- To participate in home learning schemes such as: engaging in the book bag and toy library systems and encouraging your child to learn with Curly the Caterpillar or the pre-school hamster in their home environment.
- To work on tasks/activities at home as suggested by your child's key person.
- To work with your child's key person if they are in receipt of EYPP, to help encourage your child's learning and development.

➤ See Equalities Act 2010

➤ See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)



Promoting Positive Behaviour Policy

"Providers are responsible for managing children's behaviour in an appropriate way".

(Statutory framework for the EYFS, 2017, p.28)

We believe that children flourish best in an environment in which they know what is expected of them; boundaries help to promote children's wellbeing and attachments. We also believe that children should always be encouraged and praised for anything that is positive; e.g. anything that is good and likely to instil positive feelings in a child. We aim to work towards an environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and positive reinforcement.

The named person for overseeing the promotion of positive behaviour is the settings Special Educational Needs Co-Ordinator (SENCO), who at this time is Jo Garlick.

Managing Behaviour

- Behaviour expectations will be discussed and agreed within the staff team, and regularly reviewed when deemed necessary by the pre-school manager or SENCO.
- Behaviour expectations will be explained to all new families, parents and carers during the settling in period.
- Positive behaviour will be modelled to the children by the staff, and boundaries will be put into place appropriately and sensitively.
- All adults will act as positive role models for the children with regard to friendliness, care and courtesy.
- Adults in the pre-school will praise and endorse desirable behaviour such as kindness and positive relationships within peer groups
- We will always aim to give positive attention to all children and appreciate their efforts as we believe when children receive positive attention for good behaviour, they are less likely to pursue attention through demonstrating undesirable behaviour.

- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Corporal punishment (physical punishment), such as smacking or shaking will be neither used nor threatened by any person in the setting. We will take all reasonable steps to ensure this also applies to any person who cares for or is regular contact with the children.
- Adults will not shout or raise their voices in a threatening way.
- Children will never be sent out of the pre-school room by themselves. It may be deemed necessary for children to be removed from a situation to take time with an adult to calm themselves, or be encouraged to express their feelings. In such events, children will be invited to use the 'calm corner' to enable them to vent in private, should they wish to.
- Discussion with regards to their own and others feelings and emotions will always be encouraged, if developmentally appropriate.
- Techniques intended to single out and humiliate individual children such as the "naughty chair" will not be used.
- A child will never be labelled 'bad' or 'naughty'.
- In any case of undesirable behaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- In cases of racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately in a developmentally appropriate way, and will be dealt with in accordance with this policy.
- Persistent behaviour that could be construed as 'bullying' will not be tolerated, and will be dealt with in accordance with this policy.
- A child's behaviour will not be discussed in their hearing by staff, parents or other adults.
- Adults will be aware that some behaviour may arise from a child with additional needs, and this will be dealt with using appropriate strategies for the particular individual.
- Recurring undesirable behaviour will be tackled by the whole pre-school, in partnership with the child's parents, using objective observation records to establish an understanding of the cause. It will be handled in a developmentally appropriate way, respecting individual children's level of understanding and maturity.
- In some cases, where parental consent is given, it may be deemed necessary by the pre-school SENSO and/or manager to seek advice from an outside professional. Any advice and suggestions provided will be

evaluated and followed in a way that the child's key person, SENCO and manager feel appropriate for the child.

Physical Intervention

- Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others, or damaging property.
- Children must be stopped from causing harm to themselves and others.
- Physical intervention may be used to avert immediate danger to the individual, another child or member of staff if absolutely necessary.
- Any physical intervention used will be recorded in writing and shared with the child's parent/carer the same day or as soon as reasonably practicable.
- Physical intervention will not be used as an every day behaviour management technique.

- See Equalities Act 2010
- See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)



Children with Learning Difficulties/Disabilities

“All children are entitled to an education that enables them to achieve the best possible educational and other outcomes, and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education”.

(Early years: guide to the 0 to 25 SEND code of practice, 2014, p.9)

This policy is in keeping with the general aims of the setting and our passion for equality of opportunity. The Management Committee and staff of the setting will ensure that all children enjoy a broad and balanced range of experiences which meet their individual needs. The named Special Educational Needs Co-Ordinator (SENCO) at this time is Jo Garlick.

Objectives

- We will give regular opportunities for parents of children with Special Educational Needs (SEN) to liaise with their child's key person or Individual Needs Assistant (INA) to discuss their child's progress and to share information.
- We will aim to extend the range of strategies used to positively encourage behaviour and strategies for engagement, to ensure a consistent approach by all.
- Children with SEN will be supported to engage in activities alongside children who do not have SEN.
- The SENCO will hold regular meetings with staff to discuss support for children with SEN and their Setting Based Support Plans (SBSPs).
- The SENCO will ensure that any relevant paperwork is kept up to date by the child's INA and/or the staff team.

Identification

- Early identification of an additional need is strived for. This is to ensure the child receives accurate support and intervention, as soon as possible.
- Children with special educational needs are identified through consultation with parents, observation by members of staff, and liaison with external professionals.

- We will listen to concerns expressed by parents, and act on these.
- A 27 Month Progress Review will be carried out by each child's key person alongside parents/carers and the child's Health Visitor. This document will highlight areas in which a child's progress may be slower than expected, which may lead to further support being sought via a referral to external agencies.
- Our system of observation and record-keeping, which operates in conjunction with parents, enables us to monitor children's needs and progression on an individual basis.

Provision

- If it is felt that a child's needs cannot be met in the pre-school without the support of an INA, funding will be sought to employ one.
- We work in liaison with outside agencies and professionals, including Health Visitors, Social Workers and Gypsy Roma Traveller Teachers (GRT Teachers), to meet children's specific needs.
- All children, including those with SEN, have access to the whole curriculum.
- The entire staff group is responsible for meeting the needs of the children with SEN within the setting, not just the child's INA.
- Children with SEN are fully included into the life and activities of the setting, in a developmentally and physically appropriate way.
- The key person, INA and SENCO will plan manageable targets for the child's SBSP and review progress regularly; changing the targets when deemed appropriate.
- The SENCO in conjunction with the rest of the team will ensure suitable equipment is available and will take steps to ensure the Management Committee is informed and consulted on any necessary additions/adaptations required to meet the child's needs.
- Parents will be informed when/how the provision is being adapted for their child.

Staff Development

- The whole team is committed to extending their knowledge and understanding of SEN. Whenever possible opportunities will be given to undertake more specific training on special educational needs.

- See Equalities Act 2010
- See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)
- See Early years: guide to the 0 to 25 SEND code of practice (September 2014)



Data Protection & Confidentiality Policy

"Providers must ensure that all staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality."

(Statutory framework for the EYFS, 2017, p.34)

Pre-School Responsibilities

- We have the responsibility to record personal data about each child (such as their full name, date of birth, address, emergency contact details and such like) and special category data (such as race and ethnicity) in line with statutory requirements. This data may be kept for up to one academic year after the child has left the setting. Please see our Privacy Notice regarding how we use children's information.
- Information given by parents/carers to the pre-school leader or key person will not be passed on to other professionals without permission; **unless** a matter of safeguarding arises.
- Information about children will be shared with other professionals on a 'need to know' basis under the discretion of the DSL and pre-school manager.
- A confidential two-way flow of information will be conducted between settings if a child attends more than one, to ensure a continuity of care and joined up working.
- Staff will not discuss individual children outside of the setting, unless for work purposes; such as attending a professional meeting elsewhere.
- Students on recognised courses observing in the pre-school will be advised of our confidentiality policy and required to respect it. On occasions where students need to observe children in the pre-school, written parental permission will be sought, and confidentiality maintained so that the child cannot be identified. No personal data will be used by students under any circumstances (see Students in the Setting Policy).
- Information regarding members of staff will remain confidential to the people directly involved with making personnel decisions.
- If it becomes apparent that there has been a breach of data protection, the pre-school manager (Georgia) will inform the Information Commissioners Office (ICO) within 72 hours of becoming aware.

Storage of Records

- Data records will be kept in a locked cupboard, locked filing cabinet or locked office at all times.
- Digital data records will be kept on an encrypted memory stick, or on the office computer which is password protected. Please see our Privacy notice on how long this data will be kept, and what it will be used for.
- Any written reports relating to a child's personal safety and wellbeing will be kept locked away in a confidential file, and will only be shared with staff and/or professionals on a 'need to know' basis.
- Paper evidence of children's development information and photographs will be locked away at the end of every day. They may be stored for up to one academic year after the child has left the setting. Please refer to our Privacy notice below which highlights this in further detail.
- iPads containing development records on Tapestry and photographs/videos will be pin protected and locked away at the end of every day.
- The library on the iPads which stores the photographs/videos will be emptied on a half termly basis.
- The office computer will be password protected and saved images of children will be deleted at the end of each academic year.
- Records of staff members' personal information and continuing professional development logs will be filed and stored in the pre-school office, which will be kept locked when not in use.
- For further information on how employees data is kept and stored, please see the Battle Baptist Church Data Protection Policy.

Access Request

- Parents/carers will be asked to provide written data during their child's enrolment. This ensures they know exactly what personal and special category data we hold on their child.
- Parents will have ready access to the files and records of their own children but will not have access to information about any other child.
- They have the right to request to see the data we hold on their child at any time.
- Parents/carers will be informed of any data we receive from other settings or agencies, and can request to see it at any time.
- If a parent requests to see their child's data, the data protection officer (Georgia Dowling) will ensure that all data is gathered and shared with the parent/carer within two weeks following the request. Any requests for data would ideally be made in writing.
- If parents/carers are unhappy about how their data has been used, they are within their right to contact the ICO helpline on 0303 123 1113.

Data in Transit

- All confidential digital data in transit will be transported using only an encrypted USB memory stick.
 - Data will only be taken off the pre-school premises for work purposes, such as attending a meeting elsewhere.
 - A log of data taken off the premises will be kept in the pre-school diary. The date taken and date returned will be recorded.
 - Paper data taken off of the pre-school premises will be treated with upmost security at all times. For example, it would be unacceptable for the data to be kept in a car boot, or in view of others i.e. those in the household.
-
- See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)
 - See General Data Protection Regulation (2018)
 - See Freedom of Information Act 2000



Privacy Notice

Caterpillar Pre-School processes personal information about its children and is a 'data controller' for the purposes of Data Protection legislation. We collect information from you and may receive information about your child from their previous setting. If we do receive data from your child's previous setting, we will make you aware of this and remind you that you have the option of erasure if you wish.

We will only collect data that is absolutely necessary and will only use the data for the reason it is initially obtained, as stated below.

The categories of child level information that we collect, hold and share include:

- Personal information (such as name, age and address)
- Characteristics (such as ethnicity, language, nationality and country of birth)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information
- Medical information
- Special educational needs information
- Digital images and video footage
- Photocopies of identification (i.e. birth certificates/passports)

Why we collect and use this information:

- to support children's learning
to provide evidence of development
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- to allow parents/children to access EYPP Funded Childcare
- to monitor and report on children's progress

The lawful basis on which we use this information:

We collect and use children's information and special category data under the lawful basis of "legal obligation", in line with **GDPR Articles 6(1)(c) and 9(2)(a)**:

"processing is necessary for compliance with a legal obligation to which the controller is subject" - **Article 6(1)(c)**

"the data subject has given explicit consent to the processing of those personal data for one or more specified purposes" - **Article 9(2)(a)**

Collecting children's information

Whilst the majority of child level information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain child level information to us or if you have a choice in this.

Storing pupil data

If the child goes to another setting, any relevant data (such as assessment information and safeguarding information) will be passed directly to the next setting.

If a child does not move to another setting, their personal data will be stored for one academic year - in the chance of them moving to another setting and the setting contacting us for relevant information - before being destroyed.

Some development and assessment data (such as Early Years Pupil Premium evaluations and cohort development data) will be stored for up to five academic years to ensure we can provide sufficient evidence to inspection bodies when required. This will contain the child's name and age/DOB only.

Paper data will be stored in a secure, locked location. Digital data will be kept on an encrypted memory stick.

Accident reports and any safeguarding information that is not passed onto the child's next setting will be kept for a minimum of 70 years. This will be stored in a secure, locked location.

Who we share children's information with

We routinely share children's information with:

- settings/schools that the children attend after leaving us
- our local authority (East Sussex County Council)
- the Department for Education (DfE)

- other professionals such as Health Visitors, Social Workers and such like the online learning journal database, Tapestry

Requesting access to your personal data

Under data protection legislation, parents and children have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the Pre-School Manager, Georgia Dowling on 01424 774997.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Why we share children's information

We do not share information about our children without consent unless the law and our policies allow us to do so.

We share children's' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins the settings funding and educational attainment policy and monitoring.

Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the early years census) goes to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our children to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information about Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our children from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data?
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Data Protection Officers:

Georgia Dowling - Pre-School Manager

John Southam - Battle Baptist Church Manager



Medication and Illnesses Policy

"The provider must promote the good health of children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill".

(EYFS Statutory Framework, 2014, p.25)

Administering Medication

- Medicine will not be administered in the setting unless it is **prescribed** by a doctor, dentist, nurse or pharmacist (especially medicine containing aspirin).
- Medicine administered in the setting must be in date and in its original container.
- Parents/carers must give prior written permission for the administration of the medicine, including the details of: what the medicine is for, the name of medication, how it is to be stored, dosage and timing of administration. The child's key person and/or buddy will be responsible for administering the medication whenever possible, overseen by the pre-school manager.
- The administration of medication will be recorded, and parents/carers will be asked to sign at the end of the session to confirm that they have been made aware of when the medicine was administered.
- If a child becomes exceptionally distressed during the administering of medication, the child's parents/carers will be called and informed immediately.
- Children will not be forced to accept medication, and physical strength will not be used.

Medical Conditions

- For children who have a long term medical condition, a risk assessment will be carried out alongside the child's parents/carers.
- For some medical conditions, further training will be sought for staff if deemed necessary.

Storage of Medication

- Medication will be stored out of the reach of children at all times.
- It will be stored either in the fridge or first aid cupboard (following the recommended storage instructions).

Illnesses

- The current Guidance on Infection Control will always be followed.

- Parents are asked not to bring their children into pre-school if they have any infectious illness, and to inform the pre-school so that other parents can be alerted.
- Parents are also asked to ensure their children do not return to the setting until the recommended incubation period is fulfilled.
- Children who have suffered with sickness and/or diarrhoea will be welcomed back into the setting 48 hours after their last bout of sickness/diarrhoea.
- The pre-school will gather health information and advice from the local health authority information services and/or health agencies.
- Parents/carers will have the opportunity to discuss health issues with the pre-school manager.

Staff Taking Medication

- Staff taking medication must seek medical advice from their doctor regarding their ability to work with children.
- Practitioners must inform the pre-school manager or deputy manager if they are taking **any** form of medication.
- A 'Staff Medication' form must be completed following this conversation (which will be stored confidentially).
- Staff medication on the premises must be securely stored out of the reach of children at all times.

- See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)
- See Guidance on Infection Control: www.gov.uk/government/publications/infection-control-in-schools-poster#history



First Aid, Accidents & Injuries Policy

"Providers must ensure there is a first aid box accessible at all times with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment. Providers must inform parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable".

(Statutory framework for the EYFS, 2017, p.28)

Procedures:

- At least one member of staff at each session and accompanying children on outings will have attended a current approved paediatric First Aid course. (Details of qualified staff held in staff personnel records).
- The Health and Safety Officer will be responsible for checking and updating the first aid box regularly. At this time, it is Jo Garlick.
- Accidents and first aid treatment required will be recorded in the accident book.
- Any incident that could have further consequence, or need further treatment will be recorded, as will any injury to the head.
- Any necessary treatment, other than comforting should be given by a trained person.
- Parents must be informed of the accident on collecting the child, and must sign the accident book.

Serious Incidents

- If there is any doubt that an injury can be treated by the pre-school trained staff an ambulance will be called. Immediately after this the child's parents should be contacted.
- If the child's parent/guardian is not present, one of the pre-school staff must accompany the child in the ambulance, taking with them the child's registration and parental consent forms. The staff member will remain with the child until their parent arrives. The staff member will not sign any documents or forms on the parent's/child's behalf.
- In the event of serious injury or an injury that requires hospitalisation or hospital treatment, the LADO will be informed on **01323 466606/07825782793**. In addition Ofsted will be contacted as soon as possible (at the latest within 14 days).

Minor Incidents

- Where there is no mark/bruise, no first aid treatment required and no obvious distress to the child, details of the incident/accident will be written in the Message Book.
- When the parent/carer of the child arrives to pick them up, they will be verbally informed of the accident. The staff member will then place a tick against the information in the Message Book and initial and date the item to confirm that the verbal message was given.

➤ See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)



Fire Procedure and Emergency Evacuation

"Providers must take reasonable steps to ensure safety of children, staff and others on the premises in the case of a fire or any other emergency, and must have an emergency evacuation procedure".

(EYFS Statutory Framework, 2017, p.29)

Fire Procedure:

- The person who discovers the fire must activate the fire alarm.
- A member of staff will call the fire brigade from the church premises if appropriate, or from a mobile phone if completely necessary.
- One member of staff will collect the register, whilst another checks the toilets and the kitchen and close all the doors and windows.
- The remaining members of staff will accompany all children to the fire exit (the back gate) and lead them out of the gate to assemble on the grass area under the tree in the car park.
- A headcount and full registration will be completed.
- A fire drill practice will be carried out each half term with implications for practice clearly recorded. It will be ensured that fire drills are carried out on different days and times so that all staff members and children can practise the procedure.

Other Emergency Evacuations:

- One member of staff will collect the register, whilst another checks the toilets and the kitchen.
- The remaining members of staff will accompany all children to the emergency exit (the back gate) and lead them out of the gate to assemble on the grass area under the tree in the car park.
- A headcount and full registration will be completed.



Smoking and Substance Misuse

"Exceptionally, and where the quality of care and safety and security of children is maintained, changes to ratios may be made".

(Statutory framework for the EYFS, 2017, p.23)

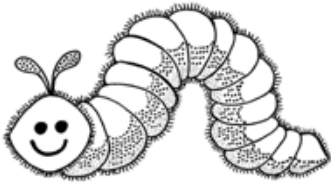
Smoking

- Practitioners will not smoke in or on the premises at any time, especially if children are present or about to be present.
- Cigarettes or lighting devices will not be left in reach of children at any time.

Drugs and Alcohol

- Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children.
- If it is suspected that a practitioner is under the influence of drugs or alcohol, they will be sent home immediately to protect the children in the setting. To maintain ratio requirements, a member of bank staff will be called into the setting. If in the event none of the bank staff are available, an agency will be contacted.
- The individual in question will receive a disciplinary in line with the Staff Handbook.

- See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)
- See Staff Handbook - for all employed by Battle Baptist Church's Caterpillar Pre-School



Health, Safety and Hygiene Policy

“Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of the children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements)”.

(EYFS Statutory Framework, 2017, p.29)

Sun Safety

- Adults will encourage children to wear suitable hats and clothes that provide good sun protection and use sun screens where appropriate.
- On hot sunny days, outdoor activities will be kept in mostly shaded areas wherever possible. Adequate shade for the children will be provided using our canopy.
- Staff and parents will be encouraged to act as good role models by practising sun safety.
- Children will be regularly reminded about sun safety.
- Parents & carers are asked to apply sunscreen before their children arrive at pre-school.
- Sunscreen will be applied to children at pre-school if supplied by their parents, in a clearly named bottle.
- Age/stage related, children will be encouraged by a member of staff to help apply their own sunscreen.
- In the event of a **heat wave** or similar occurrence, we will follow recommendations and guidelines issued by East Sussex County Council.

Personal Hygiene

- Adults will wash their hands after using the toilet and encourage the children to do this too.
- A box of tissues will be available and children will be encouraged to blow and wipe their noses when necessary. Soiled tissues disposed of in the bin immediately.
- Children will be encouraged to shield their mouths when coughing.
- Used paper towels are to be disposed of in the bin.
- Hygiene rules relating to bodily fluids will be followed with particular care i.e. disposable gloves worn, antibacterial spray used etc.
- In the event of a flu pandemic or similar occurrence, we will follow government recommendations and guidelines as issued.

- Practitioners will wash their hands in the hand washing basin located in the kitchen with hot water and soap before food preparation.
- Adults who prepare and handle food will hold a Level 2 Food Safety and Hygiene certificate.
- Practitioners will not be involved in food preparation if suffering from any infectious/contagious illness or skin irritation.
- Any food poisoning matter affecting two or more children will be reported to Ofsted within 14 days.

Nappy Changing and Toileting

- Wherever practicably possible, each child's key-person will carry out nappy changes for each individual child. In their absence, each child will be changed by their key persons buddy. This provides continuity and security for the child (see key person policy).
- Physical and intimate care will only be carried out where signed consent is given by parents/carers.
- Practitioners will only do what a child cannot physically do themselves, ensuring privacy and dignity for the child are maintained.
- Parents are asked to provide nappies/pull-ups, wipes and any other items such as nappy rash cream as appropriate for their individual child.
- Any child wearing a nappy/pull-up will be checked regularly and changed as and when needed throughout the day; a minimum of twice per full day attended.
- To ensure children retain their dignity a member of staff will change them away from other children in the toilet area. Inside one of the cubicles with the cubicle door open is deemed appropriate.
- Staff members will wear a new pair of disposable gloves for every individual nappy change. When complete, hands are washed using soap and water.
- A nappy barrier cream will be applied if a child has a sore bottom or a parent specifically requests this (following completion of a medication form).
- Soiled nappies will be tied into a disposable nappy sack and disposed into a nappy bin.
- The changing mat will be cleaned with anti-bacterial spray and paper towels after each nappy change.
- Students on placement will not be allowed to change a child unless urgently required for their studies. This will always be supervised by another member of staff.
- Students on placement will not accompany children to the toilet, or be expected to support children with toileting routines.
- Practitioners will support children with toileting if needed or requested by the child or parent.
- Disposable gloves will be used whilst doing so.
- Each toilet cubicle will have a toilet seat cover, a step and a potty to meet each individual child's preferences and needs.
- As children become developmentally ready, they will be encouraged to meet their own toileting and hygiene needs, as laid out in the Early Years Foundations Stage Framework (Physical Development, Health and Self Care).

Cleaning and Clearing

- Any spills of blood, vomit or excrement will be wiped up and flushed away down the toilet, or disposed of in the nappy bin.
- Disposable gloves will always be used when cleaning up spills of body fluids.
- Floors and other affected surfaces will be disinfected.
- The dishwasher will be used for cleaning utensils and crockery.
- Utensils, crockery and pots are kept clean, undamaged and ready for use.
- Tables are cleaned with antibacterial spray before use.
- Practitioners wear a clean apron and have their hair tied back whilst engaging in food activities or routines.

Risk Assessments

- A daily risk assessment will be completed in writing each morning, overseen by the pre-school management. This document will identify areas of the environment that need to be checked daily to ensure the safety of children and practitioners. Any risks identified during this assessment will be removed or minimised as appropriate.
- Risk assessments for individual children will be written and carried out where necessary. This will ensure risk to themselves, others and practitioners are minimised/eliminated.
- Each area of the environment will be risk assessed in written form (such as the toilet, kitchen, classroom, outside area, chapel etc), and reviewed annually, or sooner if necessary. Early review will be necessary if that area of the environment drastically changes.
- Particular resources will be risk assessed separately (such as the Toddler Gym and scissor usage) as they pose high risk that other resources/equipment.
- Any findings from the risk assessments that are unable to be managed by the pre-school manager and deputy, will be reported to the Management Committee.
- Each practitioner will read the risk assessment documents and sign them to agree to adhere to them in practise.
- We advocate 'risky play' and 'in the moment planning' in the setting. 'On the spot' risk assessments will be carried out for each spontaneous and unpredicted activity that poses some risk or danger. These will be verbally discussed among the present practitioners, overseen by the pre-school management. How to manage the risks will be verbally explained, agreed by all and managed appropriately.

Health and Safety for Employees


- Overall and final responsibility for health and safety for employees is that of Caterpillar Pre-School of Battle Baptist Church Management Committee.
- Day to day responsibility for ensuring this policy is put into place is the pre-school manager and the Health and Safety lead (Georgia and Jo).
- The Health and Safety Law poster is displayed in the pre-school kitchen.
- It is the responsibility of all employees to take responsibility for their own health and safety, adhere to the risk assessments in place, to not interfere with

anything that safeguards their health and safety, and to report why concerns to the lead, Jo.

- Employees are responsible for ensuring equipment is stored away safely, including the upkeep of the store room.
- Georgia will include relevant health and safety discussions for new practitioners during their induction. Georgia will ensure Jo holds an emergency evacuation practice as soon as possible for that practitioner to engage in.
- Jo will ensure that all practitioners are involved in regular practises of the evacuation procedure. This will be evaluated and shared with all staff to ensure their safety is upheld, for which they must take responsibility to adhere to.

Policy Statement

Health and safety policy

This is the statement of general policy and arrangements for: (Name of company) <u>Caterpillar Pre-School</u>	
(Name of Employer/Senior manager) <u>John Southam</u> has overall and final responsibility for health and safety	
(Member of staff) <u>Georgia Briggs</u> has day-to-day responsibility for ensuring this policy is put into practice	
Statement of general policy	Action/Arrangements <i>(customise to meet your own situation)</i>
Prevent accidents and cases of work-related ill health by managing the health and safety risks in the workplace	Staff & Children are asked not to enter the setting for Hervis after school/darmines. Also for other contagious illnesses guidelines are followed. Georgia completes health and safety training & food hygiene training which is then cascaded to all.
Provide clear instructions and information, and adequate training, to ensure employees are competent to do their work	Good communication by all staff. Day to day issues are dealt with ASAP.
Engage and consult with employees on day-to-day health and safety conditions	A fire drill is carried out every half term, ensuring that every child and staff member participates. Evaluations and improvements are recorded.
Implement emergency procedures – evacuation in case of fire or other significant incident. You can find help with your fire risk assessment at: https://www.gov.uk/workplace-fire-safety-your-responsibilities	No harmful machinery or substances are used. Electrical items are tested in line with guidance and slipping/tripping hazards dealt with on occurrence.
Maintain safe and healthy working conditions, provide and maintain plant, equipment and machinery, and ensure safe storage/use of substances	Date: 18/9/15
Signed: (Employer) 	
You should review your policy if you think it might no longer be valid or if circumstances change. If you have fewer than five employees, you don't have to write down your policy.	
Health and safety law poster is displayed at: (location) <u>in the pre-school entrance in the pre-school kitchen.</u>	
First-aid box is located: <u>in the pre-school kitchen cupboard (labelled).</u>	
Accident book is located: <u>in the file tray at the front door</u> Date: 18/9/15	

Accidents and ill health at work: reported under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) www.hse.gov.uk/riddor to get an interactive version of this template go to www.hse.gov.uk/risk/risk-assessment-and-policy-template.doc

Combined risk assessment and policy template published by the Health and Safety Executive 08/14



Healthy Eating Policy

"Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious. Before a child is admitted to the setting the provider must also obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water must be available and accessible at all times. Providers must record and act on information from parents and carers about a child's dietary needs".

(EYFS Statutory Framework, 2017, p.28)

Diet and Dietary Requirements

- Information regarding children's medical and personal dietary requirements will be provided by their parent/carer when a child is admitted to the setting and will be respected by the setting.
- Children with allergies and food intolerances will have their name and photo displayed on our 'allergy list' alongside their dietary requirement. All practitioners will be made aware of this and will follow it when carrying out cooking activities and during snack time.
- Parents are allowed to provide snacks for their children, especially if they have a dietary requirement.
- Any questions about food allergies should be directed to Georgia or Jo.
- All children will be encouraged and have the opportunity to try unfamiliar foods during cooking activities and snack time (see below).
- The dietary rules of religious groups and vegetarians/vegans will be met in appropriate ways.
- We use the Safer Food Better Business document to document any food hazards that have been found and dealt with.

Food and Drink

- We will encourage parents to ensure that any meals or snacks provided will be nutritious.
- Each child will have a named water bottle in the setting that is filled with fresh drinking water each morning. These will remain accessible to the children throughout the day.
- Wherever possible, we will encourage parents to provide water for their children to limit the children juice and squash intake for dental hygiene reasons.

Snack Time and Preparation

- Practitioners will wash their hands in the hand washing basin located in the kitchen with hot water and soap before food preparation.

- Adults who prepare and handle food will hold a Level 2 Food Safety and Hygiene certificate.
- Practitioners will not be involved in food preparation if suffering from any infectious/contagious illness or skin irritation.
- Practitioners will sit with the children during snack time to encourage social interaction.
- Snacks will be mainly savoury and of good variety, in accordance with the document from Eat Better Start Better: Voluntary Food and Drink Guidelines for Early Years Settings in England.
- A rotational three week snack menu will be adhered to. This will also be provided to parents to ensure they are aware of what their child will be eating each time they attend.
- Any food poisoning matter affecting two or more children will be reported to Ofsted within 14 days.

Lunch Time

- Packed lunches brought to the pre-school will be stored in the refrigerator.
- Children will be encouraged verbally and visually to eat their lunch box contents in an appropriate order.
- Practitioners will sit with the children during lunch time to encourage social interaction.
- Children will not be allowed to share the contents of their lunch boxes.
- Food that the children do not eat will be wrapped up and sent home with the child in their lunch box.
- Children will not be left alone whilst eating.

Activities and Provision

- Learning opportunities will be provided to ensure children develop knowledge of healthy eating and healthy food, in line with the Early Years Foundation Stage (Physical Development, Health and Self Care).
- When cooking with children as an activity, the adults will promote and extend the children's understanding of a healthy diet.
- Children will be given opportunities to be actively involved in cooking activities in a safe and supervised way. For example, we will use children's safety knives during chopping preparation.
- Reduced sugar and sugar free recipes will be favoured.
- Recipes will be provided to each child/family to encourage home learning.
- We will endeavour to carry out a cooking activities during open sessions in which parents visit the setting.

- See Eat Better Start Better: Voluntary Food and Drink Guidelines for Early Years Settings in England.
- See Food Standards Agency: Safer Food Better Business



Physical Activity Policy

"Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity".
(EYFS Statutory Framework, 2017, p.8)

Our Objectives

- To foster a culture of physical health within the pre-school environment.
- To provide opportunities for, and encourage, 90 minutes of physical activity within our daily provision, per day.
- To encourage practitioners to share their physical hobbies, and use their skills and knowledge to support the physical development of all children.
- To ensure a variety of physical activities and resources are provided throughout each week to allow children to experience a range of ways to move physically, to enhance their development.
- To help the children understand the importance of physical activity, and the benefits it brings. We aim for this to be imbedded in our everyday practise.
- To help parents and families understand the importance of physical activities, and the benefits it brings. We aim to hold an 'Early Movers' training event for parents three times per academic year.

Activities and Provision

- Jo is our Physical Activity Co-Ordinator. She will oversee the opportunities available within the provision, and identify areas for improvement.
- We will endeavour to extend activities to include physical development.
- Home learning will be encouraged through the lending of resources in our Physical Activity Bags.
- Suggestions to try at home will be shared via the children's Tapestry accounts.

Information Sharing

- We will encourage parents to share information with us via Tapestry, during audits, through questionnaires and at the Early Movers sessions.
- Staff meetings will ensure the team can share thoughts and ideas with each other, to strive for improvement wherever possible. We believe that reflection is key to outstanding practise.
- We will take the children's voice into consideration by analysing their observations, listening to their verbal communications, and considering their involvement levels.



Safeguarding: Roles, Responsibilities and Procedures Policy

'Providers must take all necessary steps to keep children safe and well.'
(EYFS Statutory Framework, 2017, p.16)

In this policy, safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing the impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully

Caterpillar Pre-School's Values & Principles

- Children and young people have the right be protected from neglect and abuse.
- All practitioners have a responsibility to protect children and young people and to report concerns.
- Children's needs are paramount and take precedence over the needs of adults in any conflict between the two. This policies aim is to ensure the safeguarding of all children takes place, to ensure they are all equally valued and to give them the best start in life.
- All allegations and concerns are taken seriously and dealt with appropriately in accordance with our policies and procedures.
- This policy must be adhered to by all staff, volunteers, trustees, board members, employees (contracted and non-contracted), trainees and service providers.

This policy should be read alongside the document entitled *Safeguarding children: a manual for those who are for and work with children and young people (2014)* - referred to henceforth as the Manual. The Manual sets out the safeguarding procedures that all staff must follow.

Roles and Responsibilities

- The Ofsted 'Registered Person' (John Southam) has overall legal responsibility for safeguarding. If concerns relate to the 'Registered Person', Ofsted should be contacted through our whistle-blowing policy.

- The Designated Safeguarding Lead (DSL) in pre-school is Jo Garlick. All safeguarding concerns relating to allegations against staff and volunteers should be reported to this individual and recorded (see section 20 of the Manual and our Dealing with Allegations and Complaints policy). If the concerns relate to the lead person then the Registered Person (John Southam) should be contacted.
- The DSL will usually be responsible for passing on concerns, or making referrals, to the SPOA (see Dealing with Allegations and Complaints policy). In their absence, the next most senior member of staff on will assume responsibility. In most cases, this will be Georgia Dowling.
- We will aim to uphold a culture whereby all practitioners feel they can 'professionally challenge' their colleagues decision making, or the decisions made by outside agencies.
- Any person whose suitability has not been checked will not be allowed unsupervised contact with the children.
- All staff, volunteers, or contractors must adhere to the procedure for reporting concerns to the DSL or Registered Person.
- All staff, volunteers, contractors and visitors to the setting must sign a register and record their exact time of arrival and departure.
- The children's exact time of arrival and departure will also be recorded on the children's register.
- Parents/cares will be spoken to directly about low level concerns, and we will seek to help and support them in any way possible.
- We will uphold a culture of vigilance where children's welfare is supported.
- At each monthly staff meeting, safeguarding will be on the agenda to ensure sufficient time is given to practitioners to share their concerns.
- At each Supervision session, safeguarding will also be concerned and practitioners will be given the time to speak to the pre-school manager in confidence about concerns regarding children, their colleagues or any other.

Reporting and Making a Referral:

- Refer to the Manual when making a referral (see sections 9 to 11).
- The DSL will contact the SPOA on 01323 464222 to discuss a concern or report an incident.
- The DSL will ensure that the person whom has reported a concern notes this on an 'Incident Report Form'. If this is to include the child's voice, the children's own words will be used.
- The timing of referrals will reflect the level of perceived risk and will always be **within one working day** of recognition of risk.
- Any allegation or concern about a member of staff or volunteer must be reported immediately by the DSL to Ofsted and the Local Authority

Designated Officer (LADO) Amanda Glover on 01323
466606/07825782793.

Record Keeping

- All staff will record and report concerns in line with the Manual (see section 16) and *Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges (2014)*.
- The Lead Person will telephone the LADO to notify them of a safeguarding concern and follow instructions on completion of paperwork. Further guidance on what information to provide is in the Manual.
- Where concerns relate to an allegation against a member of staff, or volunteer the referral should include the child's name, address, gender and date of birth together with full details of the complaint or allegation, including witness statements.
- All records will be held confidentially but will be shared with other agencies, e.g. the police, Children's Social Care, Ofsted, where this assists an ongoing investigation. Records will be held for a reasonable period of time after children or staff members have left the provision in case they are needed for any future investigation.
- A body map of the child will be used to record observed injuries. All parents/carers of a child who comes in with an injury from home will be required to fill in a body map and report form.

Safer Workforce

- All management, staff, volunteers and contractors working at Caterpillar Pre-School are expected to disclose anything that may affect their suitability to work with children, but will undergo rigorous suitability checks in line with the Manual (see section 19).
- Allegations against people working with children will be managed in line with section 20 of the Manual. This includes notification to Ofsted within 14 days of any allegation and the actions taken with regard to the allegation. Where a member of staff leaves or is dismissed for causing harm or placing a child at risk of harm, we will make a referral to the DBS service so that their name can be placed on the Protection of Children and Vulnerable Adults Barred List.
- See Dealing with Allegations and Complaints Policy.

Training and Development

- We are committed to ensuring all staff are qualified, have opportunities for professional development and have relevant up-to-date training in safeguarding children (see section 18 of the Manual).

- All volunteers and long-term students will be required to complete online child protection training within the first week of appointment. This will be accessed via the East Sussex County Council learning portal.
- The Lead Person and Pre-School Manager will be required to complete East Sussex County Council-approved Designated Safeguarding Lead training. They will then attend the Designated Safeguarding Lead Refresher every two years.
- All practitioners will attend 'Practitioner Child Protection Training' within six months of employment. The e-learning course will be used as a refresher every three years thereafter.
- Staff supervision meetings will record discussions regarding continuing professional development and subsequent identification and planning of training to meet the above requirements.

Information Sharing

- The setting respects confidentiality at all times and complies with the Data Protection Act 1998. **However** the setting will share information as part of its day to day work in order to safeguard and protect children from harm but also to work together to support families to improve outcomes for all. This may involve liaison with Police, Children's Social Care, participation in multi-agency meetings, e.g. case conferences and participation in serious case reviews, if requested to do so (see section 17 of the Manual).
- *See Safeguarding children: a manual for those who are for and work with children and young people (2014)*
 - *See Children Act 1989/2004*
 - *See Data Protection Act 1998*



Safeguarding: Social Networking and E-Safety Policy

'Providers must take all necessary steps to keep children safe and well.'
(EYFS Statutory Framework, 2017, p.16)

Social Networking

Members of staff who have social networking profiles (e.g. Facebook):

- Will not post photographs related to the pre-school, including: children, colleagues, parents or the pre-school branding (uniform).
- Will not post anything onto their profile that may offend any other member of staff or parent accessing the pre-school.
- Will not post anything that could be construed to have any impact on the pre-schools' reputation.
- Will not post embarrassing material or comments that are work related.
- Will not have listed the name of the setting as 'place of work'.
- Ensure that their settings are suitably private, so that content can be seen by 'just friends'.
- Ensure that the pre-schools confidentiality policy is adhered to at all times. Disciplinary action could result if the pre-school is brought into disrepute.
- Ensure that an appropriate neutral picture is used as a profile picture.

General Internet Usage

- Any abusive or inappropriate use of ICT equipment within the setting by practitioners or management will be reported immediately to the registered person.
- The pre-school iPads will be used for work related items only.
- Under no circumstances will it be deemed appropriate for practitioners to possess indecent images of children. Any accessing or storing of these images will lead to criminal investigation, and the individual will be barred from working with children.



Safeguarding: Mobile Phones, Cameras and Photographs

"The safeguarding policy and procedures must include..the use of mobile phones and cameras in the setting".

(EYFS Statutory Framework, 2017, p.16)

Mobile Phones

- Mobile phones will not be used during working hours.
- Mobile phones will be kept on silent or switched off during working hours and kept in the staff area.
- Mobile phones will be used by staff on their lunch break, when in a child-free area of the building.
- Mobile phones must not be used to take photographs or video footage of the children or of staff whilst working with the children.
- In the event of a mobile phone needing to be used during a trip/outing, this must only be used in cases of emergency, and usage will be monitored by the DSL or pre-school manager.

If a member of staff is concerned about inappropriate use of mobile phones, these concerns must be reported to the DSL or pre-school manager.

Concerns will be taken seriously and investigated if appropriate. Disciplinary action in accordance with the staff handbook will be followed. The pre-school manager or line manager reserves the right to check the image content of a mobile phone of concern.

Cameras

- Only the pre-school iPads are to be used to take photographs or video footage of the children and their achievements.
- All staff are responsible for the location of the iPads on a day to day basis.
- The iPads will be locked in the pre-school cupboard overnight.

Events

- During events that parents attend such as Sports Day, parents will be allowed to use their own personal camera/video equipment to take photographs or videos of **their own children**. This will be made clear to all parents at the event.
- It is not an offence to take appropriate photographs in a public place.
- If the Preschool Management have serious concerns about a possible child protection issue relating to the recording of images then we will call the Police. This action should only be taken where we believe that someone may be acting unlawfully or putting a child at risk.

It is sometimes unavoidable for other children to be kept out of these photographs/video at such events. The pre-school manager will make this known at the beginning of each event, and if any parent/carer objects to the use of personal equipment, this will be respected and personal equipment will not be permitted. **Parents will be asked not to put photographs or images on social networking sites.**

Photographs

We Will:

- Share the guidance on taking images with all parents and carers when their children join Caterpillar Pre-school.
- Ensure the preschool has parental consent to use a child's image if it is to be used in the public domain e.g. Battle Baptist Church or Caterpillar Preschool website or newspaper article.
- Ensure that any child who is under care proceedings, is protected by ensuring that their image is not placed in the public domain. This can be done by using a Consent Form, so that parents/carers can identify whether this applies to children in their care.
- Seek consent from parents (via our Consent Form) to state whether they are prepared for their child to feature in a photograph with another child. For example, two children playing co-operatively which will be published on both of their Tapestry accounts.

We Will Not:

- Publish photographs with the full name(s) of the individual(s) featured.
- Publish images of the children on our Facebook Page.
- Use an image for something other than that which it was initially agreed.



Safeguarding: Missing Child Policy

Providers must take all necessary steps to keep children safe and well.'

(EYFS Statutory Framework, 2017, p.16)

Children's safety is our highest priority, both on and off the premises. In the unlikely event of a child going missing, our missing child procedure will be followed.

Procedures for a Missing Child on the Premises:

- When noticing a missing child, the practitioner will alert the setting leader.
- The setting leader will try to establish when and where the child was last seen.
- The setting leader (and other practitioners if practicably possible) will carry out a thorough search of the entire premises and outside area.
- The register will be checked to make sure no other child has gone astray.
- Doors and gates will be checked for breach of security.
- **If the child has not been located** within ten minutes, the setting leader will call the police, and then the parent/carer.
- Police instructions will be followed.
- The setting leader will contact the Chair of the Management Committee (Jenny Dudgeon) or in her absence another trustees (sequentially John Southam, Ed Jones, Glenys Cornwell, Charles Dunn or Pat Nolan) and report the incident. This person will come to the setting as soon as possible to carry out an investigation.
- **If the child is located** during the search, the setting leader must still report the incident by contacting the Chair of the Management Committee (Jenny Dudgeon) or in her absence calls the trustees listened sequentially above. This person will come to the setting as soon as possible to carry out an investigation. This will be documented.
- The setting leader contacts the parent/carer as soon as possible.
- The incident is documented.

Procedures for a Missing Child on an Outing:

- As soon as it is noticed that a child is missing, all children will be asked to gather whilst a headcount is carried out to ensure that no other child has gone astray.
- Following this, as many practitioners as practicably possible search the immediate vicinity, maintaining correct adult ratios.
- **If the child is not located immediately:** the setting leader will contact the police and reports the child as missing. The setting leader will await further instructions from the police.
- The setting leader will contact the parent as soon as possible.
- The remaining children will be taken back to the setting.

- The setting leader must contact the Chair of the Management Committee (Jenny Dudgeon) or in her absence calls the trustees listed sequentially above, and reports the incident. This person comes to the setting immediately to carry out an investigation.
- **If the child is located immediately**, the setting leader contacts the parent as soon as possible.
- The setting leader must contact the Chair of the Management Committee (Jenny Dudgeon) or in her absence calls the trustees listed sequentially above, and reports the incident. This person comes to the setting immediately to carry out an investigation, with the management team where appropriate.
- The incident is documented.

In any of the situations described above, the setting leader should:

- Contact the LADO Amanda Glover on **01323 466606/07825782793** as soon as possible to seek advice and clarify any further procedures required.
- Contact the parent as soon as possible, especially if the child is in any way distressed.
- Make a written report to Ofsted on the day of the incident if possible but in all cases within 14 days.

The Investigation Process

- Staff should keep calm and do not let the other children become anxious or worried.
- The setting leader together with Jenny Dudgeon will speak with the parent(s).
- Jenny will carry out a full investigation taking written statements from all practitioners involved.
- Jenny will then write a detailed report of the incident which will be shared with the parent.
- A conclusion is drawn.
- In the event of disciplinary action needing to be taken, Ofsted and the LADO will be informed immediately.
- The insurance provider is informed.
- If the incident warrants a police investigation, all practitioners will co-operate fully.

Managing People

- The setting leader should keep everyone as calm as possible.
 - Jenny will ensure that practitioners under investigation are fairly treated, and receive support if feeling vulnerable.
 - Jenny and the setting leader will meet with the parent/carer together.
 - The incident will not be discussed in earshot of any children.
 - If a child is not found, or is injured, or worse, this will be a difficult time. Jenny and the setting leader will use their discretion to decide what action to take.
- See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)
- See Staff Handbook - for all employed by Battle Baptist Church's Caterpillar Pre-Scho



Safeguarding: Failure to Collect a Child

'A practitioner must be designated to take lead responsibility for safeguard children in every setting.'

(EYFS Statutory Framework, 2017, p.16)

The two practitioners who take on the role of Designated Safeguarding Lead (DSL) are Georgia Dowling (Manager) and Jo Garlick (Deputy Manager). In the unlikely event of a child remaining uncollected from the setting, this procedure will be followed.

The Procedure

- The DSL on duty at the time will ask one other practitioner to stay with her to ensure she is not left alone with the uncollected child.
- The DSL will call the parent/s on the telephone numbers provided. If contact cannot be made, the DSL will try to contact the emergency carers using the details provided for the child.
- The DSL will continue to try to contact the parent/s and emergency carers.
- If contact is made with the parent, the DSL will discuss the incident with them upon collection of the child. If it is deemed that a referral needs to be made, the DSL will contact the **SPOA on 01323 464222**.
- If contact cannot be made with any parents/carers after 30 minutes, the DSL will call the **SPOA on 01323 464222** to seek advice.
- The DSL will follow the advice given.
- If the SPOA cannot be contacted, the DSL will call the police.
- In all cases, the incident will be documented and stored securely for safeguarding purposes.

➤ See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)



Safeguarding: The Prevent Duty

'In order for schools and childcare providers to fulfil the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation.'

(The Prevent Duty: Departmental Advice for Schools and Childcare Providers, 2015, p.5)

Caterpillar Pre-School will endeavour to promote Fundamental British Values in the setting among all children. This will help to build children's resilience to radicalisation as it will enable them to challenge extremist views.

Please see our 'British Values Policy' for further explanation.

Training

- The settings Designated Safeguarding Leads (Georgia and Jo) will complete refresher training every two years, and cascade any new information to the rest of the staff team.
- All practitioners will complete Channel General Awareness Training via http://course.ncalt.com/Channel_General_Awareness.

Vigilance

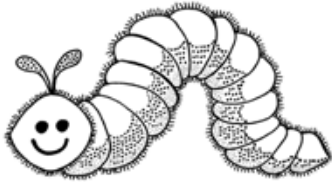
- All practitioners are responsible for remaining vigilant to radicalisation at all times.
- If a practitioner is concerned about a child's welfare with regards to radicalisation, they will speak to the DSL (Georgia or Jo) as soon as possible.
- Children's wellbeing and involvement levels will be regularly monitored by each child's key person via Tapestry. The DSLs will also pay close attention to all children's wellbeing and involvement.
- Children's play and language will be consistently observed by all practitioners.
- If it is deemed that a change in a child's behaviour indicated their need for protection, the DSL/s will act accordingly (see below: Reporting a Concern).

Risk Identification

- From the Channel Awareness Training, all practitioners will have knowledge of the risks affecting the children in our care.
- From the Channel Awareness Training, all practitioners will understand how to identify children who may be at risk, and how to support them.

Reporting a Concern

- If a child is at immediate risk of harm, our safeguarding procedure will be followed - please see our 'Safeguarding: Role, Responsibilities and Procedures Policy'.
 - If the DSL deems that there is not enough time to wait for a response from SPOA, i.e. the child is in immediate danger, then the police will be called immediately.
 - If a child is not thought to be at immediate risk, and it is not an emergency, the DSL can contact:
 - The local police force, or dial 101 to discuss the concern and gain advice.
 - The Department for Education on 020 7340 7264 (dedicated extremism helpline)
 - The Department for Education via email counter.extremism@education.gsi.gov.uk
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- See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)
 - See The Prevent Duty: Departmental Advice for Schools and Childcare Providers (2015)
 - See Counter Terrorism and Security Act -Section 26 (2015)



Safeguarding: British Values

'Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities'

(EYFS Statutory Framework, 2017, p.8)

Caterpillar pre-school will aim to promote Fundamental British Values through age and stage appropriate concepts for the children in our care.

Our Approach

- Behaviours that are not in line with Fundamental British Values will be challenged appropriately; whether this is from a practitioner, child or parent.
- We will not isolate children from their wider community, but will actively promote tolerance of other races, cultures and faiths.
- Stereotyping of any kind will not feature in our practise.

Democracy: making decisions together

- We will promote democracy in every day practise by consulting with the children with regards to decision making, and will encourage the children to consult with each other.
- As adults, we will act as role models to the children, demonstrating how to positively consult with one another.
- We will endeavour to demonstrate to children that their views, and the views of others, are equally valued.
- Children will be encouraged to share their feelings, and think about the feelings of others.
- Questions from children will be valued, encouraging them to develop an enquiring mind.
- We will provide activities that involve sharing and collaboration, and support children with this until they are at a stage to manage this independently.

Rule of Law: understanding rules matter as cited in PSED

- Children will be expected to comply with some appropriate boundaries within the setting, with adult support, where necessary.
- We will help children to understand the effects of their behaviour on themselves and others.

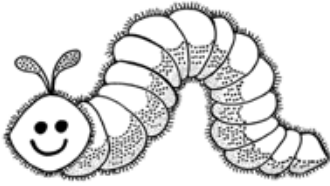
Individual Liberty: freedom for all

- Daily opportunities will be provided to support children to develop their self-knowledge and self-esteem; therefore, enhancing their overall wellbeing.
- Children will be allowed to take risks in a safe environment. Resources and opportunities for this will be provided.
- We will provide a range of experiences for children to experience a sense of responsibility, and the feeling this brings.
- Children will be supported to understand that differences of opinion are the norm.

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

- Practitioners will encourage and verbalise the importance of respecting each other, and taking the feelings of others into consideration.
- Children will be supported to develop appreciation and respect for their own and other cultures, faiths and races.
- Stereotyping will be challenged when it occurs, or as soon as practicably possible.
- We will recognise that all children may be involved in a range of different experiences; these will be valued through showing a genuine interest.

- See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)
- See The Prevent Duty: Departmental Advice for Schools and Childcare Providers (2015)
- See Counter Terrorism and Security Act -Section 26 (2015)



Safeguarding: Female Genital Mutilation

'Providers must be alert to any issues of concern in the child's life at home or elsewhere.'

(EYFS Statutory Framework, 2017, p.16)

Training

- All practitioners will complete Female Genital Mutilation (FGM) Training via fgmelearning.co.uk.
- All practitioners will complete the assessment task, and their certificate of completion will be stored in the staff information folder.

Vigilance

- All practitioners are responsible for remaining vigilant to FGM at all times.
- If a practitioner is concerned about a child's welfare with regards to FGM, they will speak to the DSL (Georgia or Jo) as soon as possible.

Reporting a Case

- If it is suspected that a child at risk of FGM, the DSL will contact the **SPOA on 01323 464222** to seek advice.
- If the DSL deems that there is not enough time to wait for a response from SPOA, i.e. the child is in immediate danger, then the police will be called immediately.
- If it becomes apparent (through being informed or through observing physical evidence) that the child has been subject to FGM, the DSL will call the police immediately as a crime has been committed.
- The DSL will work with the police, and follow any protocols and procedures necessary.

- See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)
- See Female Genital Mutilation Act (2003)
- See Serious Crime Act - Section 73-74 (2015)
- See Children Act 1989