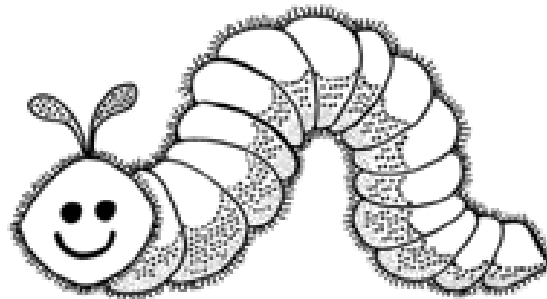


# Caterpillar Pre-School Policy Documents

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Battle  
East Sussex  
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*Registered charity number: 1145655*



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

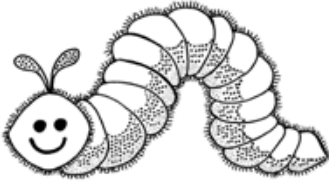
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Chair Person Sign:

A handwritten signature in black ink, appearing to be 'S. Smith', written over a light blue shaded area.

Date: 24.02.2026



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## Staffing and Employment Policy

***"Providers must ensure that people looking after children are suitable; they must have relevant qualifications, training and have passed any required checks to fulfil their roles. Providers must take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced. Providers must also ensure that any person who may have regular contact with children (for example, someone living or working on the same premises the early years provision is provided), is suitable".***

(Early Years Foundation Stage Statutory Framework (2025), page 24, paragraph 3.13)

### Safer 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.
- The Designated Safeguarding Lead (DSL) will be involved in the recruitment and interview process and will have in date DSL training offered by the Local Authority which covers elements including Safer Recruitment (see Early Years Foundation Stage Statutory Framework, 2025, Annex C, p53, paragraph 3).
- A job description for the post will be written/reviewed by the Pre-School Manager and Deputy Manager, and approved 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 Pre-School Manager and Deputy Manager, and approved 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.
- The advert will clearly state that all positions will be offered "subject to an enhanced DBS check" in an attempt to deter unsuitable people from applying.
- A qualification check will be carried out to ensure that any applicant has a full and relevant qualification that allows them to be counted in the staff:child ratio.
- Physical evidence of such qualification will be requested. If physical evidence cannot be provided, appropriate steps will be taken to verify the qualification.

- Qualifications will be checked using the Check an Early Years Qualification Service (CEYQ) provided by the Department for Education (DfE).
- If evidence is unable to be given through certification, we will seek advice from our Early Years Officer on how to confirm qualification status.

### Vetting

- 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. This will, wherever possible, include a supervised visit in the setting where the person will be observed engaging with the children in play.
- The applicants attitude towards children and their motivation for pursuing the role will be explored during the interview.
- Their reasoning for leaving their current or most recent early years post will be explored.
- Previous employment history will be sought, and any gaps in employment history will be explored during the interview.
- Verification of the persons most recent relevant period of employment where the applicant is not currently employed, will be sought.
- Two references will be requested from the details provided on the application form. These references will be sought by the Pre-School Manager; references provided by the applicant will not be accepted.
- References will be from a current employer (or previous employer if the person is not currently working with children) or training provider or education setting (if the person has not worked with children before) and will be obtained from a person of suitable authority. They will be specifically asked if there have been previous concerns or allegations towards the applicant regarding their behaviour towards children.
- A follow up telephone call will be made to each referee to ensure the reference has come from a legitimate source. We will also explore any vague or insufficient information during this call if necessary.
- Information from the reference/s and the individuals application form will be compared, and any discrepancies will be taken up with the candidate and any concerns will be resolved satisfactorily before the individual takes up the post.
- We will ensure that electronic references come from a legitimate source.
- References from family members will not be accepted.
- References that are written "to whom it may concern" will not be accepted.
- The applicant will be required to provide suitable identification such as a passport or driving license.
- The applicants DBS will be checked via the Update 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.
- Thereafter, these checks will be reviewed annually via the Update Service by John Southam - the Ofsted Registered Person - for those signed up to it.
- An additional criminal records check will be made for anyone who has lived or worked abroad. This will include multiple checks if multiple countries have been occupied.

- Information regarding staff qualifications, identity checks, vetting processes and references will be recorded. This includes DBS reference number, the date the check was obtained and details of who in the setting obtained it.

### **Prior to commencement of employment**

- We will ensure that new staff have received and read copies of the current policies, their personal job description, person specification, 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 before commencement. In addition, we will also ensure e-training for the Prevent Duty and Female Genital Mutilation is carried out as soon as possible, but always within the first two months of employment.
- We will ensure that the new employee is clear regarding the structure of the setting including the management committee, manager and deputy, staff with additional responsibilities such as the SENCO 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 the new practitioner will work alongside an experienced 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 the 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 six months, in line with the end of probationary period of employment.
- Existing staff members who progress into new roles with increased responsibility will also be subject to the six-month probationary period. For clarification, this could be if a practitioner progresses from practitioner and/or 'buddy' to a keyperson (see Key Person 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. monthly/ half termly) with the pre-school manager so that the practitioner feels supported within their role.

### **Staffing**

- Our manager is a qualified Early Years Teacher (EYT) with a first class BA Honours Degree in Professional Studies of Learning and Development. All of our existing staff team have a suitable Level 2 or Level 3 qualification.
- Where financially possible, if we are able to accommodate it, 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 Early Years Foundation Stage Statutory Framework 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 (see Key Person Policy).
- Regular staff meetings provide opportunities for staff to undertake provision and planning reviews, to discuss the children's progress and time to 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 the setting.
- 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 sessions will take place usually once per full term (three times) throughout the academic year.
- Safeguarding - for both adults and children - will be paramount throughout the supervision session.
- Support, coaching and training will be addressed in depth within each supervision session to foster a culture of a continuing strive for professional development, support and teamwork.
- 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.
- Annually, each practitioner will be asked to sign a declaration to declare that they have not breached any terms that would affect their suitability to work with children; this includes convictions, cautions, reprimands and warnings.
- At the end of each supervision session every practitioner will be asked to sign to declare that there has not been a change of circumstance that would breach the declaration.
- In line with updates to the Disqualification Under the Childcare Act 2006 in August 2018, practitioners will no longer be disqualified through association.

### **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 Working Together to Safeguard Children (December 2023)
  - Keeping Children Safe in Education (2023)
  - See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)
  - See East Sussex Safeguarding Children Partnership: [www.esscp.org.uk](http://www.esscp.org.uk)
  - Childcare Act 2006
  - DBS Code of Practice (amended 2016)

Chair Person Sign:



Date: 24.02.2026



## Dealing with Allegations, Whistle-Blowing and Complaints

***"Registered providers must inform Ofsted, or the CMA with which a provider of CoDP is registered, of any allegations of serious harm or abuse by anyone living, working or looking after children at the premises. This must happen whether the allegations of harm or abuse are alleged to have been committed on the premises of elsewhere, for example, on a visit. Registered providers must also notify Ofsted / their CMA of the action they have taken in response to the allegations. Ofsted/ the CMA must be notified as soon as reasonably practicable, but in any event within 14 days of the allegations being made".***

(Early Years Foundation Stage Statutory Framework (2025), page 23, paragraph 3.10)

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.

### Dealing with Allegations

- In the event of an allegation being made, this should be reported to the Designated Safeguarding Lead (DSL) Georgia Dowling, or in her absence, sequentially, Emily Kemp or Jo Garlick (both 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 several 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) by making a referral to SPOA using a Statement of Referral template. If there is an allocated team or social worker already involved, they should be informed, and their advice sought.
- If there is an allegation where a criminal offence has taken place, the police will be contacted before taking any further action.
- The child's parents/carers will be notified of the allegation as quickly as practicable, but always the same day.
- The child who may be or have been at risk of harm will be supported in an age/stage appropriate way.
- 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 a referral is needed to the Disclosure and Barring Service (DBS).

### **Whistle-Blowing**

- Whistle-Blowing is when a practitioner raises a concern about poor or unsafe practice in the setting's safeguarding provision and/or dangerous or illegal activity or any wrongdoing within their organisation. It is considered a vital process for identifying safeguarding risks.
- Practitioners are encouraged to voice their concerns verbally and in a written format as soon as they feel uneasy about a situation.
- All concerns regarding the above must be directed to the Designated Safeguarding Lead (DSL) Georgia Dowling, or in her absence, sequentially, Emily Kemp or Jo Garlick.

- If the concern is related to Georgia Dowling (DSL), it must be directed straight to Emily Kemp or Jo Garlick.
- If the complaint relates to all DSLs, it must be directed to the Registered Person, John Southam on jsoutham1066@gmail.com (who is also a Caterpillar Management Committee Trustee).
- If the complaint relates to the Registered Person, the complaint must be directed to the Local Authority Designated Officer (LADO) by making a referral to SPOA by using a Statement of Referral and Ofsted on **0300 123 1231**.
- Practitioners will be asked to provide their concerns in writing, using an Incident Report Form.
- The Incident Report Form also details what has been done in response to the concerns noted. This will be shared with the practitioner who has reported the concern to ensure they are aware of the process that will be followed afterwards.
- All concerns will be taken seriously by the Designated Safeguarding Lead/s and the Management Committee.
- If a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should use other channels to open them:
  - NSPCC whistleblowing advise line: 0800 0280285 / [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
  - Ofsted provides guidance on how to make complaints about a provider:  
gov.uk/government/organisations/ofsted/about/complaints-procedure
  - General guidance on whistleblowing: gov.uk/whistleblowing

### **Making Concerns Known**

- A parent who is uneasy about any aspect of the settings provision should first 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 Manager 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 due to the complaint made, 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 Working Together to Safeguard Children (December 2023)
- See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)
- See East Sussex Safeguarding Children Partnership: [www.esscp.org.uk](http://www.esscp.org.uk)
- See NSPCC - Whistle-Blowing Advice: [Whistleblowing Advice Line | NSPCC](#)
- See Staff Handbook - for all employed by Battle Baptist Church's Caterpillar Pre-School

Chair Person Sign:



Date: 24.02.2026



## Students in the Setting Policy

*"Providers must not allow anyone aged under 17 to care for children unsupervised at any time. Providers may count students and long-term volunteers (aged 17 or over) and apprentices (aged 16 or over) in ratios at the level below their level of study but only if the provider is satisfied they are suitable (as in paragraphs 3.13 to 3.16) competent and responsible, and they hold a valid and current paediatric first aid qualification".*

(Early Years Foundation Stage Statutory Framework (2025), page 35, paragraph 3.56)

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 long-term students such as apprentices or college student on a long-term placement will be expected to 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.
- Short-term students such as secondary school work experience students will have the relevant policies explained to them verbally, to ensure compliance of Health and Safety, Safeguarding (especially whistleblowing and awareness of the settings DSL/s), Confidentiality, Emergency Evacuation and Promoting Positive Behaviours (see policies).
- 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.

### Ratio Requirements

- Long-term students will not **usually** be counted in our staff: child ratio requirements; we aim to welcome students and apprentices into the setting as supernumerary.
- Only those over the age of 17 (or 16 if an apprentice) can count in ratios below their level of study, and only if they hold a valid and current Paediatric First Aid qualification.
- It will only be at the discretion of the Pre-School Manager, in reasonable or emergency circumstances (such as lunch cover or staff illness) that a long-term student would be counted in staff: child ratio.
- If a student was to be permanently considered in the staff: child ratio requirements, their duty of care and responsibility would be made clear.

➤ See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)

Chair Person Sign:



Date: 24.02.2026



## Child Admissions Policy

*"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances".*

(Early Years Foundation Stage Statutory Framework (2025), page 7, paragraph 1)

It is our intention to ensure that Caterpillar Pre-School is accessible to children and families from the local community and surrounding areas. 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 in 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 to ask about the child's development and if there are any safeguarding concerns regarding the child or family.

### **Deferment/delayed entry to school**

- We welcome children from aged 2 until they are due to start school, however we are unable to allow children to delay or defer entry and stay on at Caterpillar Preschool during what should be their reception year.

### **Early Years Education Entitlement (EYEE) Funding, Early Years Pupil Premium (EYPP) and the Disability Access Fund (DAF):**

- 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.
- Families will be subject to the Registration Fee if they are exceeding their funded hours i.e. paying for additional sessions.
- Families will not be pressured to commit to additional hours over their entitlement, unless they wish to do so.
- 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 working family eligibility codes.
- If a child is no longer eligible to access working family 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 funding entitlement is split across different providers.
- All families will be encouraged to apply for EYPP when their child begins to access their funding entitlement. 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 EYPP.
- This document will also give consent for application for the Disability Access Fund (DAF) which is payable to settings if a child is in receipt of Disability Living Allowance (DLA).
- A child's most recent DLA confirmation letter will need to be shared with us so that it can be passed on to East Sussex County Council for approval.

### **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 hour settling in sessions for each child/family for them to spend time with their key person in the setting 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 recognise that some children and families will often feel more comfortable meeting their child's key person for the first time in their own home. We especially feel this to be the case when a child has higher levels of need, or an identified special educational need or disability. We are only offering home visits to these children at present; however, any family is able to request a home visit during the settling in period if they wish.**

Where staffing and ratio levels allow, one home visit will be arranged to allow the needs of the child to be communicated and observed in a place they will feel most content. Families are not obliged to agree to a home visit, although it is encouraged for the child's best interests and wellbeing.

### **Home Visits**

- The settings SENCO alongside the Pre-School Manager and/or the child's key person will attend the home visit.
- Each home visit will last for approximately 1 hour.
- During this time, the practitioners will spend time both observing and playing with the child, and conversing with the child's parent/carer.
- Under no circumstances will either practitioner be left alone with the child.
- Relevant information will be gathered to contribute to the relevant referral process for additional support, if deemed necessary.
- Following the home visit, the settling in process stated above will commence.

➤ See Equalities Act 2010

➤ See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)

➤ See Free Early Years Provision and Childcare: Model Agreement (March 2017, updated May 2024)

Chair Person Sign:



Date: 24.02.2026



## 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.
- An emailed invoice will be provided a month before the beginning of each 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 commencement of each half term.
- In the event of sickness or holiday in term time, fees will still need to be paid.
- Cancellation or reduction of hours requires a month's notice in writing or payment in lieu of notice.
- 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.
- Payments can be made in cash, card payment, bank transfer or through a Tax Free Childcare Account.
- Email reminders will be sent out to parents if full payments have not been made before the beginning of the next half term.
- A final reminder will be given verbally if payments have not been acknowledged or received.
- If payments have not been received on time, we reserve the right to withdraw your child's place at pre-school.

### Outstanding Debt Procedure

- If the term begins and payment has still not been received, you may 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, at the discretion of the manager.
- 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.

### **Consumables Contribution**

- 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 charge a voluntary 'consumables contribution' of £1 per funded session (please see table below) which includes but is not limited to: morning and afternoon snack, cooking and baking ingredients, suncream, local trips, community festival participation and other learning and development opportunities.
- To ensure we can keep the expected voluntary contribution low, it is essential that each family provides their child with a suitable packed lunch, a contribution of fruit for snack time each week, nappies and wipes as necessary.

Funded Sessions Per Week	Funded Hours Per Week	Weekly Consumables Contribution
1	3	£1
2	6	£2
3	9	£3
4	12	£4
5	15	£5
6	18	£6
7	21	£7
8	24	£8
9	27	£9
10	30	£10

### **Late Collection Charge**

- A late collection fee of £5 per day will be charged if your child is consistently collected late.
- We define this as being collected after 3pm more than three times in one term.
- You will be emailed or spoken to to be told that your child has been collected late three times, and reminded that if it continues a £5 charge per day will be enforced.

➤ See Free Early Years Provision and Childcare: Model Agreement (March 2017, updated May 2024)

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Date: 24.02.2026



## 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 and/or carers. They should also help families engage with more specialist support if appropriate".***

(Early Years Foundation Stage Statutory Framework (2025), page 30, paragraph 3.41)

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 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 practitioners 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 or if a child's booked sessions are changed to days that they will not see their key person. We will consider 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, considering 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, considering 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 with the expectation that each parent will attend at least one of these. Conversations 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 endeavour to have meaningful interactions with their key children each day.
- The key person and buddy are responsible for completing their key children's 27 Month Integrated Progress Reviews or 2-3 Year Review (depending on their age when starting Pre-School) 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, alongside the Pre-School Manager.
- 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 Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)

Chair Person Sign:



Date: 24.02.2026



## Parental Involvement Policy

***"A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential".***

(Early Years Foundation Stage Statutory Framework (2025), page 7, paragraph 1)

### Pre-School Responsibilities

- We will communicate with parents in ways appropriate to them as individuals.
- We will ensure all new parents are aware of the pre-school systems and policies for parent partnerships during the settling in period.
- 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 during parent consultations or through conversation; but most frequently throughout our online learning journal system, Tapestry.
- Parents will receive an updated assessment document for their child at the end of each half term.
- 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, however, if appropriate/preferred printed copies will be given as an alternative.
- 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, completing home learning tasks given during each school holiday, and encouraging your child to learn with Curly the Caterpillar at home.
- To work on tasks/activities at home as suggested by your child's key person to support their development in each area of learning.
- To work with your child's key person if they are in receipt of EYPP, to help encourage your child's learning and development.

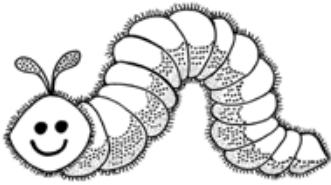
➤ See Equalities Act 2010

➤ See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)

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## Equality, Diversity and Inclusion Policy

***"The EYFS seeks to provide..equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported".***

(Early Years Foundation Stage Statutory Framework (2025), page 7)

At Caterpillar Pre-School we believe that it is essential for all children to experience a challenging and enjoyable programme of learning and development that reflects not only our immediate community, but the wider society too.

### Equality

- We will recognise and respond fairly to the needs of individuals.
- We will ensure that all children have the opportunity to reach their full potential; recognising that equality does not mean that each child is treated the same, but that each child's individual needs are recognised and met accordingly.
- We will not tolerate discriminatory practice against any child or family, without exception. We understand that if children experience inequality in early life, it can have a long-term impact on their self-esteem, confidence and trust in others.

### Diversity

- We will have a positive attitude towards diversity and difference.
- We recognise that children learn from an early age to value diversity in others, which ensures they contribute positively to wider society.
- Diversity will be brought to the attention of children by giving them first hand experiences, including but not limited to, opportunities to try new and unfamiliar foods, exploring clothing, music, dance and languages from other cultures.

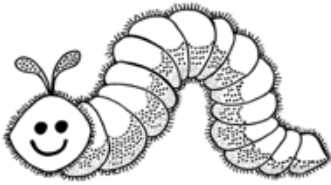
### Inclusion

- We recognise that all children are entitled to the right to be supported to develop to their full potential.
- We will endeavour to be proactive at removing barriers to inclusion such as negative stereotyping and bias.
- We are committed to being an inclusive setting where all children and families feel welcomed and valued regardless of their disability, gender, culture, race, religious belief, sexual orientation or special educational need.

## Pre-School Responsibilities

- We aim to create a safe and welcoming environment where families, practitioners and children can learn from each other's differences and similarities to foster a mutual respect for one another.
  - We aim to ensure that our Long Term Plan is reflective of the Pre-School's children and families, and that festivals, celebrations and cultural differences are acknowledged and celebrated.
  - Alongside this, we understand that where there is little diversity it is vital that children have opportunities in play and learning to explore and appreciate cultural differences that are unfamiliar to them.
  - Children will be supported to gain an understanding of people, families and communities beyond their immediate experience.
  - Our planned Small Group Sessions will support and encourage the development of positive peer relationships among all children, creating a culture of "we", where all children feel valued.
  - Stereotyping around gender, culture, disabilities and additional needs, ethnicity and race will be challenged as they arise in conversation, play, books or any other context.
  - Discussing race, religion and differing family dynamics will not be taboo.
  - Conversations will be valued and explored in the setting to promote a culture of acceptance, and to ensure misconceptions are broken down.
  - We will ensure that our resources including small world figures, books and visuals are inclusive to ensure that all children feel represented and included.
- 
- See Equalities Act 2010
  - See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)
  - See UN Convention on Rights of a Child (UNCRC)
  - See Birth to Five Matters: Inclusive Practice and Equalities: [Inclusive practice and equalities - Birth To 5 Matters](#)





## Promoting Positive Behaviour Policy

***"Providers are responsible for supporting, understanding, and managing children's behaviour in an appropriate way".***

(Early Years Foundation Stage Statutory Framework (2025), page 38, paragraph 3.73)

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), Nicole Mitchell.

### Managing Behaviour

- Behaviour expectations will be discussed and agreed within the staff team, and regularly reviewed when deemed necessary by the pre-school manager and/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 regarding friendliness, care and courtesy.
- Adults in the pre-school will praise 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 co-regulate or be encouraged to express their feelings. In such events, children will be invited to use the Calm Corner to enable them to regulate in private, safe space.
- Discussion and visual representation with regards to their own and other children's feelings and emotions will always be encouraged.
- Techniques intended to single out and humiliate individual children 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 culturally related 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 individual (see Children with Learning Differences/Disabilities Policy).
- 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 the individual child's level of understanding and maturity.
- In some cases, where parental consent is given, it may be deemed necessary by the pre-school SENCO 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, **only 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 everyday behaviour management technique.

### Undesirable Behaviours

- At Caterpillar Pre-School we understand that young children may display undesirable behaviours for a variety of reasons, including:
  - i. Attention - negative attention is better than no attention
  - ii. Frustration - especially if they lack verbal communication
  - iii. Stress - they may feel stressed by changes to their routine or by stressful events
  - iv. Lack of comprehension and impulse control - young children may hurt others due to their developing understanding of social boundaries, limited impulse control and emerging ability to regulate emotions and behaviour
  - v. Cause and Effect - observation of the response from the child
  - vi. Control of Others - it can be a way of getting what they want from another child
- When a child hurts another child we will first give comfort and attention to the child who has been hurt, modelling empathy for the victim.
- Equally, we will not withhold love or comfort from the child who has hurt another.
- We will encourage the child to assist or comfort the victim in a way that is relevant for the children's age and stage of development to help the child see the results of their actions.

- We will inform the parents of each child what has happened, maintaining confidentiality about the identity of each child.
- We will write an accident report for the parent/carer of the hurt child and will call them ahead of collection time if we feel necessary.
- We will start an EABC Report (Environment, Antecedent, Behaviour, Consequence) to record details of the incident to try to gain an understanding of why the incident happened. This will be especially vital if the child's behaviour is frequent and repetitive.
- If we observe that the child persistently hurts a specific child, we would look to separate the children's sessions as much as possible for a two-week period in an attempt to break the cycle. Following the two-week period, we would then devise a plan to slowly reintroduce the children back together and observe the behaviour thereafter.
- If we observe that the behaviour does not seem targeted to a specific individual and is more sporadic, we may feel it necessary to reduce the sessions in which the child attends in order to help manage their behaviour. This will be discussed with their parent/s as required and blocks of two week periods will be advised; a discussion to review the situation after each two week block will occur. EABC forms will continue to be completed during this time to record incidents and try to identify a pattern in antecedents and triggers.
- If we found that the behaviour patterns persisted after six weeks, we would seek advice from our Early Years Officer and SENDEYS (Special Educational Needs and Disabilities Early Years' Service) if parent permission is given for us to do so.

### **Biting**

- At Caterpillar Pre-School we understand that young children bite for a variety of reasons, including:
  - i. Attention - negative attention is better than no attention
  - ii. Frustration - especially if they do not have words to communicate a message and feel frustrated as a result
  - iii. Stress - they may feel stressed by changes to their routine or by stressful events
  - iv. Cause and Effect - to see what happens when they bite
  - v. Control of Others - it can be a way of getting what they want from another child
  - vi. Exploration - to see what something feels or tastes like

- vii. Teething - to get relief from pain
- When a child bites another child we will first give comfort and attention to the child who has been bitten, modelling empathy for the victim.
  - We will calmly say to the biter, "biting hurts".
  - We will not indicate by words or by body language that we think biting is acceptable.
  - Equally, we will not withhold love or comfort from the biting child or use physical or verbal aggression.
  - We will encourage the biter to assist or comfort the victim in a way that is relevant for the children's age and stage of development to help the child see the results of their actions.
  - We will inform the parents of each child what has happened, maintaining confidentiality about the identity of each child.
  - We will write an accident report for the parent/carer of the bitten child and will call them ahead of collection time if we feel necessary.
  - We will start an EABC Report (Environment, Antecedent, Behaviour, Consequence) to record details of the incident to try to gain an understanding of why the incident happened. This will be especially vital if the biting persists.
  - If we observe that the biting child persistently bites a specific child we would look to separate the children's sessions as much as possible for a two-week period in an attempt to break the cycle. Following the two-week period, we would then devise a plan to slowly reintroduce the children back together and observe the behaviour thereafter.
  - We may feel it necessary to reduce the sessions in which the biting child attends in order to help manage the behaviour. This will be discussed with their parent/s as required.
  - If we found that the biting patterns persisted after this, we would seek advice from our Early Years Officer and SENDEYS (Special Educational Needs and Disabilities Early Years' Service).

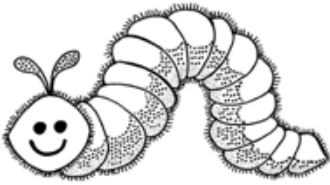
➤ See Equalities Act 2010

➤ See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)

Chair Person Sign:



Date: 24.02.2026



## Children with Learning Differences or Disabilities

***"Providers must have arrangements in place to support children with Special Educational Needs and Disabilities (SEND)".***

(Early Years Foundation Stage Statutory Framework (2024), page 38, paragraph 3.76)

***"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".***

(Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015), p.79, paragraph 5.1)

This policy is in keeping with the general aims of the setting and our passion for equality of opportunity. The Pre-School Manager alongside all practitioners in 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) for the Pre-School is Nicole Mitchell.

### Objectives

- We will give regular opportunities for parents of children with Special Educational Needs and Disabilities (SEND) to liaise with their child's key person or SENCO to discuss their child's progress and to share information. This will usually be carried out every 6 weeks or every half term, in line with each child's Setting Based Support Plan (SBSP) review.
- The SENCO will hold regular meetings with staff to discuss support for children with SEND and highlight reviews or changes to their Setting Based Support Plans (SBSPs).
- 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 SEND will be supported to engage in activities alongside children who do not have SEND.
- The SENCO will ensure that any relevant paperwork is kept up to date, either by them or their child's key-person, depending on who is responsible for the documentation in question.

## **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 and Disabilities (SEND) 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.
- An Integrated Progress Review will be carried out by each child's key person alongside parents/carers and the child's Health Visitor when the child turns 27 months. 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.
- If the child starts after aged 27 months, the 2-3 Year Review will be conducted again, following the same process above but without the Health Visitors involvement. It may be necessary to contact the Health Visitor following the review, for which we will seek permission from the child's parent/carer.
- If the child starts over the age of 3, a statutory review will not be necessary. However, ongoing observation and liaison with parents (as outlined above) 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**

- We work in liaison with outside agencies and professionals, including Health Visitors, Social Workers and the Special Education Needs and Disabilities Early Years Service (SENDEYS), to meet children's specific needs.
- All children, including those with SEND, have access to the whole curriculum in a way that suits them.
- The entire staff team is responsible for meeting the needs of the children with SEND within the setting.
- Children with SEND are fully included into the life and activities of the setting, in a developmentally and physically appropriate way.

- The key person and SENCO will plan manageable targets for the child's SBSPs 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 SEND.
- Whenever possible opportunities will be given to undertake more specific training on special educational needs.

- See Equalities Act 2010
- See Special Educational Needs and Disability Code of Practice: 0 to 25 Years
- See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)

Chair Person Sign:



Date: 24.02.2026



## Mental Health and Emotional Wellbeing (MHEW)

***"Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world."***

(Early Years Foundation Stage Statutory Framework (2025), p.9)

Caterpillar Pre-School firmly believes in supporting children, families and practitioners with their mental health and emotional wellbeing. We are dedicated to fostering a whole setting approach to Mental Health and Emotional Wellbeing (MHEW). We recognise that the staff working in the setting need a positive environment that is safe and supportive; those who feel valued will provide high-quality interactions, learning opportunities, and care for the children and families who attend.

### Mental Health and Emotional Wellbeing for Children

- We aim to teach the children skills to self-regulate by enabling co-regulation between the adult and the child.
- We focus on building strong relationships with the children through our Key Person approach (see Key Person Policy).
- We are committed to creating an environment where children feel safe, nurtured and represented.
- We support children to have their own voice and ensure every child feels that their thoughts, feelings and ideas are valued and respected.
- We are committed to seeking early intervention for children who have Special Educational Needs or Disabilities (SEND) to ensure that children are given the correct support needed (see Children with Learning Difference or Disabilities Policy).
- Discrimination will always be challenged if it occurs during peer-on-peer interactions.
- We provide a child-led learning environment where children have the opportunity to lead their own learning alongside peers and adults in the setting.
- If we observe that a child's well-being is low following our judgement on the Leuven Scales, we will discuss this as a staff team and with the child's

parent/carer as necessary. Following reflections and conversations we will support the child by giving necessary support.

### **Mental Health and Emotional Wellbeing for Parents and Families**

- We have an open-door policy whereby parents and carers are encouraged to speak to Georgia Dowling (Manager) or Emily Kemp (Deputy & MHEW lead) or their child's Key Person any time.
- Conversations will always be encouraged and responded to as quickly as possible.
- We focus on building strong relationships with our families through our Key Person approach (see Key Person Policy). This helps us get to know them well and recognise when their wellbeing may be lower.
- Parents and carers will be sign-posted to support for family life, mental health, parenting skills and such like, depending on the needs and desires that are impacting their wellbeing.
- We will aim to support families in any way possible if their emotional wellbeing needs nurturing; we recognise that this will look different to every parent, carer and family.
- Judgement free, open conversations will be at the forefront of this support.

### **Mental Health and Emotional Wellbeing for Practitioners**

- We aim to create a working environment that has a culture of respect, teamwork, positive communication and mutual support.
- We have an open-door policy whereby staff are able to speak to Georgia Dowling (Manager) or Emily Kemp (Deputy & MHEW lead) anytime about anxieties they may be feeling.
- Regular supervisions are carried out by Georgia Dowling (Manager) throughout the year to discuss work-life balance and levels of stress. Staff will also have an opportunity during these sessions to discuss any topic of their choosing, freely,.
- In house support will provided for those who feel stressed in the setting with their workload or such like. Alternatively, staff will be encouraged and supported to seek support from health professionals if it cannot be managed in the setting.
- Appraisals will be conducted by Georgia to enable staff to discuss their desires for improvements in practice and training opportunities.
- Those experiencing peri-menopause/menopause will be supported wherever possible in a way that is individual to their experience.

- A dedicated well-being area has been implemented for staff to access at any point to praise others' practice and receive positive praise too. The well-being area has items that the staff can take away or add to at any point. Emily Kemp, the MHEW lead, will ensure this area is kept up to date.
- Anonymous surveys will be conducted by Emily Kemp (MHEW Lead) to ensure that staff's voices are heard and appreciated.

### **Anti Bullying in the Workplace**

Employers and employees have a mutual duty to treat each other with respect. It is possible that an individual may not know that their behaviour is bullying; it can be classed as bullying even if the behaviour is not intentional. It is important to consider the underlying reasons for bullying behaviours, such as wider issues within the organisation that can be addressed in a bid to combat bullying behaviours.

*Bullying may include, but is not limited to:*

- Offensive, intimidating, malicious or insulting actions
- A misuse of power that undermines, humiliates or causes emotional or physical harm to someone
- A regular pattern of behaviour
- A one-off incident
- Occur face-to-face, on social media, via email or phone calls
- Occur at work or in work related situations
- May not always be obvious to others

*Examples of bullying in the workplace may include, but is not limited to:*

- Constantly criticising someone's work
- Spreading rumours or lying about a colleague
- Constantly putting someone down during meetings or in front of other colleagues
- Deliberately giving someone a heavier workload than everyone else
- Excluding someone from the team i.e. social events
- Making humiliating, offensive or threatening comments face-to-face or on social media
- Undermining someone's authority and disrespecting their authority
- Doing things to make someone seem unskilled or unable to do their job.


Employers have the right to expect employees not to bully each other and expect not to be bullied themselves at work. Employers have a legal duty of care

to protect their employees from harm, which includes dealing with bullying issues that arise. If it becomes apparent that bullying in the workplace is occurring, we will:

- Take any complaints or accusations seriously
- We will ensure we are aware of if a complaint is being made formally or informally, as these will follow different procedures. Dealing with problems informally means taking steps to resolve the issue without a formal grievance procedure. Before deciding this, we will speak to the person involved in detail to determine their preference. We understand that a formal process would be stressful for all involved. If an approach can not be resolved, it will be handled formally.
- At this point, ACAS advice will be sought and recommended procedures followed.
- At all times we will ensure the individuals involved feel that they have the time and a safe place to communicate with the pre-school manager/s as necessary
- We will look into the complaint/accusation in a way that is fair and sensitive to the person who raised the issue, those who witnessed it and those who are accused of bullying or discrimination.
- All individuals involved will be spoken with separately, and all views accounted for. Minutes of any conversations will be recorded for peace of mind.
- The Staff Handbook will be used to confirm the procedures to be followed.
- Confidentiality will be maintained at all times.
- Advice and guidance will be sought from:
  - ACAS Helpline 0300 123 1100 / [acas.org.uk](https://www.acas.org.uk)

- See ACAS: [What bullying is - Bullying at work - Acas](#)
- See ACAS: [Approaching a complaint - Handling bullying and discrimination - Acas](#)

Chair Person Sign:



Date: 24.02.2026



## 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 the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality."*

(Early Years Foundation Stage Statutory Framework (2025), p.42, paragraph 3.94)

### 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 three 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 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

- Data will only be taken off the pre-school premises for work purposes, such as attending a meeting elsewhere.
  - All confidential digital data in transit will be transported using only an encrypted USB memory stick or password protected OneDrive system, which will be monitored by the user at all times i.e. will not be left unattended on screen.
  - Paper data taken off 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 Early Years Foundation Stage Statutory Framework (EYFS) (January 2024)
  - See Data Protection Act (2018)
  - See Freedom of Information Act 2000

Chair Person Sign:



Date: 24.02.2026



## 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. A 'Transfer of Information' document will be completed by the new setting/school as proof of transfer.

Online data on Tapestry will be deleted or passed on to the child's next setting, and all data erased from the pre-school records.

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 a password protected computer or an encrypted memory stick.

Child records including medication forms, accident reports and any safeguarding information that is not passed onto the child's next setting will be kept for the required time frames (below) and stored in a secure, locked location. The required time from to keep safeguarding records is 22 years. The required time frame to keep medication and injury records is 20 years.

## **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/> or 0303 123 1113.

## **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

Jo Reeves - Battle Baptist Church Manager

Chair Person Sign:



Date: 24.02.2026



## Medication and Illnesses Policy

***"Providers must have a procedure, which must be discussed with parents and/or carers, for taking appropriate action if children are ill or infectious. This procedure must also cover the necessary steps to prevent infection".***

(Early Years Foundation Stage Statutory Framework (2025), page 35, paragraph 3.59)

***"Providers must have and implement a policy, and procedures, for administering medicines to children.***

(Early Years Foundation Stage Statutory Framework (2025), page 35, paragraph 3.60)

### Administering Medication

- Medicine will not be administered in the setting unless it is **prescribed** by a doctor, dentist, nurse or pharmacist. Medicine containing aspirin will only be given if prescribed by a doctor.
- Medicine administered in the setting must be in date and in its original container, with the child's name and dosage on the label.
- 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. It may be the correct decision for the child to return home, or for the parent to come to the setting and administer the medication. Each incident will be treated individually.
- 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 (such as diabetes) 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.
- It is the responsibility of the parent/carer to inform us if their child's medical condition or regular dosage of medication has changed. We will then update our records accordingly and ensure the information is shared among the staff team.

### **Storage of Medication**

- Medication will be stored out of the reach of children at all times.
- It will be stored in the kitchen fridge on the top shelf if it needs refrigerating, or in the first aid cupboard (following the recommended storage instructions).

### **Medication on Outings**

- Some children may require medication during an outing (such as an asthma pump).
- Medication will be packed in the outings backpack, and kept out of the reach of children by being worn on a practitioners back.
- Information regarding the dosage amount will be taken in written form and kept in the outings backpack for reference if needed.
- If a child has had medication during an outing, the person administering it - usually their keyperson/buddy - will complete the Medication Form immediately upon returning to the setting. This will then be signed by the parent/carer at the end of the session.
- Children who require antibiotics or such like to be administered on the day of an outing will have them administered in the setting before the outing, wherever possible. If this is not possible, the procedure above will be followed.

### **Nappy Cream**

- If parents choose to provide a nappy cream then it will be applied as necessary by the child's key-person/buddy at each nappy change. Parents will be verbally informed of each application at the end of each day.

### **Illnesses**

- The current Guidance on Preventing and Controlling Infections 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.
- We will share up to date advice with all parents as each infectious case arises.
- The pre-school will gather health information and advice from the local health authority information services and/or health agencies and/or the NHS.
- 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.
- Parents/carers will have the opportunity to discuss health issues with the pre-school manager.

### Immunisations for Children

- We expect that children are vaccinated in accordance with the governments health policy and their age.
- The Pre-School Registration Form will ask for immunisation details upon registering each child with the setting. This will be updated as and when necessary. We keep information on every child and update it yearly as a minimum with regular reminders to parents in newsletters and at parents evenings.
- We ask that parents disclose to us whether or not their child has been vaccinated so that we can manage the risks to them, other children, staff and families accordingly.
- We will not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had their immunisations.
- Please see below the expected NHS vaccination schedule.

<b>Vaccination for babies under 1</b>	
<b>Age</b>	<b>Vaccines</b>
8 weeks	6-in-1; Rotavirus; MenB
12 weeks	6-in-1 2 <sup>nd</sup> dose; Pneumococcal; Rotavirus 2 <sup>nd</sup> dose
16 weeks	6-in-1 3 <sup>rd</sup> dose; MenB 2 <sup>nd</sup> dose
<b>Vaccination for children aged 1-15 years</b>	
1 year	Hib/MenC; MMR; Pneumococcal 2 <sup>nd</sup> dose; MenB 3 <sup>rd</sup> dose
1 year & 6 months (for children born after 1 <sup>st</sup> July 2024)	6-in-1 vaccine 4 <sup>th</sup> dose; MMR 2 <sup>nd</sup> dose
2 years to 15 years	Flu Vaccine (every year until the end of Year 11)
3 years 4 months	MMR 2 <sup>nd</sup> dose; 4-in-1 Preschool Booster
12-13 years	HPV
14 years	MenACWY

### Immunisations for Staff

- It is the responsibility of all staff to ensure they keep up to date with their vaccinations for: Tetanus, Tuberculosis, Rubella, Hepatitis and Polio.
- If unsure, we would encourage each member of staff to visit their GP practice for their own good health.

### 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. This will either be in the kitchen fridge or first aid cupboard as above, or the Pre-School Office upstairs.
- See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)
- See Guidance on Infection Control: Health protection in children and young people settings, including education - GOV.UK ([www.gov.uk](http://www.gov.uk))

Chair Person Sign:



Date: 24.02.2026



## First Aid, Accidents & Injuries Policy

***"Providers must ensure a first aid box with appropriate items for use on children is always accessible. 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 as, or as soon as reasonably practicable after, and of any first aid treatment given".***

(Early Years Foundation Stage Statutory Framework (2025), page 38, paragraph 3.77)

### Procedures:

- At least one member of staff at each session and accompanying children on outings will have attended a current approved Paediatric First Aid (PFA) course, which is in date.
- PFA certificates will be updated every 3 years, as required.
- Details of qualified PFA staff are held in staff personnel records and are on display on the Welcome Board in the foyer.
- Please see Students in the Setting Policy regarding PFA requirements for students in ratio.
- The Health and Safety Officer will be responsible for checking and updating the first aid box regularly. At this time, it is Emily Kemp.
- Accidents and first aid treatment required will be recorded on an accident form in the accident folder.
- Parents must be informed of the accident on collecting the child if they have not been already, and must sign the corresponding accident form.
- Any incident that could have further consequence, or need further treatment will be recorded, as will any injury to the head.
- Any injuries to the head that cause swelling (such as an egg shape) will be reported to the child's parent/carer/emergency contact immediately via telephone. They will be asked to come and collect the child and monitor them for signs of concussion and take them to A&E if necessary.
- Any injuries to the head that have something inside it or cause a dent to the head, 999 will be called immediately, following the NHS Head Injury and Concussion Guidance. It will then be reported to the child's parent/carer/emergency contact immediately after the 999 call via telephone. They will be asked to come to the setting immediately.

- Any necessary first aid treatment given in the setting will be administered by a trained person.

### **Minor Incidents**

- Minor injuries such as insect bites, bee stings that don't cause a reaction, cuts and grazes, minor burns and scalds, dislocation of minor joints or wound infections do not need reporting to Ofsted.
- 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.

### **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 parent/carer will be contacted.
  - If the ambulance service deem it necessary for the child to be taken to hospital and the child's parent/carer 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 accident or injury or an injury that requires hospitalisation for more than 24 hours, the LADO will be informed by completion of an online referral form. In addition Ofsted will be contacted as soon as possible (at the latest within 14 days).
  - Serious injuries, accidents and illnesses include, but are not limited to: anything requiring resuscitation, a broken bone or fracture, dislocation of a major joint, loss of consciousness, severe breathing difficulties including asphyxia, anything leading to hypothermia or heat-induced illness, loss of sight incidents, absorption of any substance by inhalation, ingestion or through the skin, electric shocks or electrical burns or exposure to harmful substances.
  - Injuries that result in the death of a child will also be reported, following the LADO and Ofsted procedure above.
- See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)
  - See Head injury and concussion - [NHS \(www.nhs.uk\)](https://www.nhs.uk)
  - See Childcare: Reporting Children's Accidents and Injuries - [Childcare: reporting children's accidents and injuries - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/reporting-childrens-accidents-and-injuries)
  - See Childcare: Significant Events to Notify Ofsted About - [Childcare: significant events to notify Ofsted about - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/significant-events-to-notify-ofsted-about)

Chair Person Sign:



Date: 24.02.2026



## 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 fire or any other emergency. Providers must have an emergency evacuation procedure, appropriate fire detection and control equipment..which is in working order. Fire exits must be clearly identifiable, and fire doors free of obstruction and easily opened from the inside".***

(Early Years Foundation Stage Statutory Framework (2025), page 39, paragraph 3.80)

### Fire Procedure:

- The person who discovers the fire must activate the fire alarm.
- One member of staff will collect the register and the Pre-School iPhone (which has all contact numbers stored on it for all families) whilst another checks the toilets and the kitchen and closes all the doors and windows.
- The remaining members of staff (**2, minimum**) will accompany all children to the fire exit (the marked double door leading to the carpark) and assemble along the silver railing 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.
- The fire drill will be evaluated by the Health and Safety Officer, Emily Kemp, and implications for practice will be addressed where necessary and shared with the whole team at the next staff meeting, at the latest.

### 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 and assemble along the silver railing in the car park.
- A headcount and full registration will be completed.

➤ See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)

Chair Person Sign:

A handwritten signature in black ink, appearing to be 'S. Kemp', written over a horizontal line.

Date: 24.02.2026



## Smoking, Vaping and Substance Misuse

***"Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children"***

(Early Years Foundation Stage Statutory Framework (2025), page 28, paragraph 3.27)

***"Providers must not allow smoking in or on the premises when children are present or about to be present. Practitioners should not vape or use e-cigarettes when the children are present".***

(Early Years Foundation Stage Statutory Framework (2025), page 28, paragraph 3.28)

### Smoking

- Practitioners will not smoke or vape in or on the premises at any time, especially if children are present or about to be present.
- Cigarettes, vaping devices or lighting devices will not be left in reach of children at any time. They are required to be stored in staff members bags, high up in the staff toilet, or in the Pre-school Office upstairs.

### 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.
- If required, to maintain ratio requirements, an alternative member of staff will be called into the setting. If in the event that no one is available, this will be considered an exceptional circumstance as quoted in the Early Years Foundation Stage Statutory Framework (2024), p.29, paragraph 3.39: "exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made".
- An on-the-spot risk assessment will be conducted and if it is felt that the health and safety of the children is being compromised, parents will be called to come and collect their children and an emergency closure will take place.
- The individual in question will receive a disciplinary in line with the Staff Handbook.

- The Pre-School Management Committee will meet as soon as practicably possible to discuss further action required in line with the Staff Handbook.
- See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)
- See Staff Handbook - for all employed by Battle Baptist Church's Caterpillar Pre-School

Chair Person Sign:



Date: 24.02.2026



## 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 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”.**

(Early Years Foundation Stage Statutory Framework (2025), page 39, paragraph 3.79)

### Eating, Meal Times and Preparation

- At least one member of staff with a valid Paediatric First Aid Certificate will be present whilst children are eating.
- All staff will be Paediatric First Aid trained so that identification of allergic reactions and anaphylaxis are ensured.
- All children will be adequately supervised during snack time, lunch time and any other times in which they are eating.
- Children will be sat on age/size appropriate low chairs whilst eating, at a table that is a suitable height.
- A minimum of one adult will be sat at each table whilst the children are eating to prevent food sharing and to identify unexpected allergic reactions.
- The adult/s will ensure they can see the faces of every child whilst they are eating so that if a choking incident were to occur, it can be recognised and acting on with immediate effect. Any incidents of choking that require intervention will be recorded on an Incident Report Form and parents/carers will be made aware immediately. It may be necessary for the child to be collected after the intervention; this will be assessed at the time.
- Records will be reviewed half termly to identify any common trends in incidents.
- During children's settling in visits, information regarding special dietary requirements, preferences, allergies, intolerances and health requirements will be provided by the parent. These will be communicated to all staff and a requirements list will be provided in the kitchen to refer to for food preparation, plus one in view of the snack table to be referred to during snack time. **The practitioner preparing snack will be responsible for checking that the food provided meets the dietary requirements of all children.**
- If appropriate, we will develop an allergy action plan alongside parent/s and professionals (see Allergy Action Plan proforma below).
- Ongoing discussions with parents of children who have allergies/intolerances will be had to ensure we are kept up to date with any changes. **It is the responsibility of the parent to inform us of any changes to their child's dietary requirements.**

- Parents are asked to provide a packed lunch for their child/ren for lunch time. Information will be shared with the parents on ideas for healthy packed lunches, plus information on how to prepare foods appropriately (such as halving grapes, sausages etc and not cutting food into rounds).
- Snack items will be prepared inline with food preparation advise, for example bananas will not be cut into rounds, grapes and large berries will be halved etc.
- If child has an allergy such as nuts that may cause anaphylaxis, we would introduce a nut free policy.
- **Please also refer to Healthy Eating Policy: Diet and Dietary Requirements.**

### Sun Safety

- Adults will encourage children to wear suitable hats and clothes that provide good sun protection and use sunscreens 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 and sunshades.
- Staff and parents will be encouraged to act as good role models by practising sun safety.
- Children will be regularly reminded about sun safety.
- If we feel that children are spending prolonged periods of time outside on extremely hot days, they will be asked to have a break and directed to play inside.
- Parents & carers are asked to apply sunscreen before their children arrive at pre-school.
- Sunscreen will be applied to children at pre-school in the mornings and afternoons. We ask that parents provide sun cream for their children, in a clearly named bottle OR parents give their signed permission for us to apply pre-schools sun cream to their child/ren. The brand used will be named on the permission slip that will require a parents signature.
- 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.

### Sleeping Children

- Children who nap or fall asleep will be placed down to sleep on their back on a suitable bed with appropriate bedding, in an area away from other children.
- Bedding used will be in good condition and will be washed after each use.
- The bed will be cleaned with anti-bacterial spray after each use.
- Sleeping children will be checked a minimum of every 15 minutes; each check will be recorded on a sleep log.

### 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.
- At least one practitioner in the setting at any one time will hold a suitable 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 on the changing unit. The children will not be left unaccompanied on the changing unit at any time.
- Staff members will wear a new pair of disposable gloves for every individual nappy change. When complete, hands are washed using soap and water.
- The changing mat will be cleaned with anti-bacterial spray and paper towels after each nappy change.
- A nappy barrier cream will be applied if a child has a sore bottom or a parent specifically requests this (see Medication Policy).
- Soiled nappies will be tied into a disposable nappy sack and disposed into a nappy bin.
- 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 step, toilet seat cover 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 Birth to Five Matters Framework (Physical Development, Health and Self Care).

### **Cloth Nappies**

- For those who wear cloth nappies, the parent/carer of the child will be asked to demonstrate to the child's key-person and buddy how the cloth nappy is changed.
- Wet and soiled cloth nappies will be put in a nappy sack or larger equivalent and kept in a small, lined bin alongside the disposable nappy bin, out of the reach of the children. They will then be returned to the parent in the bin liner at the end of the child's session.
- Pre-school staff will not be expected to wash and dry the wet or soiled nappies.

### **Cleaning and Clearing**

- Any spills of blood, vomit or excrement will be cleaned up and disposed of in the nappy bin.
- Disposable gloves will always be used when cleaning up bodily fluids.
- Floors and other affected surfaces will be thoroughly 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 and after use.
- Practitioners will wear a clean apron and have their hair tied back whilst engaging in food preparation and cooking activities.

### **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 scissor usage) as they pose high risk than 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 Emily).
- 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 any concerns to the lead, Emily.
- Employees are responsible for ensuring equipment is stored away safely, including the upkeep of the storeroom.
- Georgia will include relevant health and safety discussions for new practitioners during their induction. Georgia will ensure Emily holds an emergency evacuation practice as soon as possible for that practitioner to engage in.
- Emily 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.

### **COSHH (Control of Substances Hazardous to Health)**

- All substances considered hazardous to health (such as dishwasher tablets) will be stored in a high cupboard in the kitchen, out of reach of children.
- Cleaning products will be stored out of the room in a locked cupboard.
- Substances will always be kept in their original containers to ensure hazard control advice is easily accessible on the back label, should it be required.
- The kitchen gate will always remain closed when the children are on the premises; children will not be allowed access into the kitchen.
- If any substances become consumed by staff or children, then the advice on the label will be followed.
- An incident report form will be completed, and should the incident involve a child, the parent/carer will be informed immediately by telephone.

### **RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations)**

- RIDDOR is a UK Health and Safety law that requires employers and responsible persons to report and record workplace accidents, injuries, diseases and dangerous occurrences.
- Staff will record minor work-related injuries in the accident folder, using the usual accident form.
- Serious injuries will also be recorded in this way.
- Serious injuries will be reported at: <https://contact.hse.gov.uk/where-in-uk/>
- Serious injuries will be reported by the Pre-School Manager (Georgia) or the Deputy/Health and Safety Lead (Emily).
- Reportable injuries include: the death of any person (regulation 6), fractures, amputations, loss of sight, crushing to the head or torso, burns including scalds, loss of consciousness, scalping and injury from working in an enclosed space (regulation 4), injuries to workers which involve them being incapacitated for more than 7 consecutive days (regulation 4), non-fatal injuries which result in staff/parents/volunteers being taken directly to hospital for treatment.

### **Adverse Weather**

- In the event of adverse weather causing the setting to be without power, heat or water, we would be unable to open due to health and safety risks.
- In the event of heavy snowfall, a judgement will be made whether or not the setting can open. This will include but is not limited to: safety of the nearby roads, staff ability to travel to work from out of town and the safety of the premises.
- In the event of either of the above whilst the pre-school is open with children present, a risk assessment will be conducted by the management team and parents will be called to collect their children as necessary.

- See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)
- Allergy Action Plan Proforma - [BSACI Allergy Action Plan 2018 No AAI2981-2.pdf](#)
- See Staff Handbook - for all employed by Battle Baptist Church's Caterpillar Pre-School
- See The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (2013)
- See The Control of Substances Hazardous to Health Regulations (2002)

Chair Person Sign:



Date: 24.02.2026



## Oral Health Policy

***"Providers must promote the good health, including the oral health, of the children they look after".***

(Early Years Foundation Stage Statutory Framework (2025), page 35, paragraph 3.58)

### Oral Health

- We recognise that oral health is important because children's baby teeth help them to bite and chew, support speech and language development, help them to feel confident, make space for and help guide adult teeth and keeps children free from infection, toothache and swollen gums.
- At Caterpillar Pre-School we follow the Birth to Five Matters Framework, which promotes good oral health for children.

	A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
Range 1 Birth -12 mths	First teeth usually appear – first two lower incisors and then two upper incisors Chews on baby toothbrush	Look after baby teeth as soon as they begin to appear.	
Range 2 12-18 mths	Generally has up to 12 teeth - willing to allow baby toothbrush to be used on teeth	Discuss with parents about jointly taking care of teeth as they appear, introducing a cleaning routine that is enjoyable and links with nutrition.	
Range 3 18-24 mths	Generally has up to 16 teeth – helps adult with brushing teeth	Create rituals and rhythms around dressing and hygiene routines, so that they are anticipated, enjoyable and effective.	
Range 4 24-36 mths	• Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support	Support <u>parents</u> routines with young children's self-care including toileting by having flexible routines and by encouraging children's efforts at independence.	Provide support and advice for parents on healthy eating, oral hygiene and sleep expectations for their children.

- We understand that children need to form good oral health habits from an early age to help avoid tooth decay.
- We know that tooth decay is largely preventable and is a rising issue for children under the age of five.

### Pre-School Responsibilities

- Upon registration with the pre-school, all families will be asked if their child is registered with a dentist and when their last visit took place. If a child is not

yet registered with a dentist, this will be encouraged during the child's first settling in session or whenever practicably possible.

- We will ensure children are supplied with milk or water only at snack time, in line with our Healthy Eating Policy.
- We will not provide foods that contain added sugars during snack time, in line with our Healthy Eating Policy.
- We will encourage the use of open top cups at snack time and will support the children in using these to help develop their facial muscles to help them bite, chew and talk.
- We will encourage parents to bring in free-flow cups for their children that do not require them to suck from a soft teat or valve.
- If children do bring in baby bottles with teats, we will discourage the use of these wherever possible. We recognise that some children may only drink from these type of cups/bottles. An open conversation will be had with parents about weaning children off of these, wherever possible.

### **Promoting Good Oral Health in Pre-School**

- We will promote oral health in the setting by intertwining this with other key topics including self-care, healthy eating and physical development.
- Oral health will be promoted through play and conversation within the setting, for example through role play, practicing tooth brushing with play equipment, stories, discussions and shared experiences.
- Resources provided in play may include toothbrushes, toothpaste, photographs and model teeth.

### **Parent Responsibilities**

- Fruit juices, flavoured milks, smoothies and other drinks with added sugars should be limited in each child's lunch box i.e. not be given every day.
- We encourage parents to brush their child's teeth twice per day; once at the end of the day and at one other time during the day. For effective toothbrushing, support your child with the following: use a fluoride toothpaste that contains 1000 parts per million (ppm), a smear of toothpaste for under 3s or pea sized amount for children aged 3-6years, brush your child's teeth in circles for 2 minutes, brush twice per day including once at night time, encourage children to spit not rinse after brushing.
- We encourage parents to bring in free-flow cups for their children that do not require them to suck from a soft teat or valve.
- Support around general oral health can be found at:
  - [Special Care Dental Service East Sussex Healthcare NHS Trust](#)
  - HENRY Programme: [Tips for healthy teeth | HENRY](#)
  - East Sussex School Health Service: [School Health | East Sussex](#)
  - Sussex Dental Helpline: 0300 123 1663 (Mon-Fri 8am-4pm)

### **Dummies**

- We understand that for some children dummies provide comfort and may prevent a finger/thumb sucking habit and/or biting.

- We recognise that dummies may be a useful tool for children during their settling in period.
- In the setting we will ensure that dummies are not used by individual children for lengthy periods of time as they can disrupt speech and jaw development.
- We will always encourage children to take their dummy out of their mouth when talking to an adult or their peers.
- We will ensure that each child knows where their dummy is being kept (i.e. in their bag or an adults pocket) to help children feel reassured that it is in safe keeping.
- We will endeavour to work with parents and provide advice and information to help support the restriction, or end dummy usage for their child.

- See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)
- See Birth to Five Matters: Non-Statutory Guidance for the Early Years Foundation Stage
- Oral Health: [How to promote good oral health to young children in your setting: Help for early years providers : Oral health \(education.gov.uk\)](#)
- [Special Care Dental Service - East Sussex Healthcare NHS Trust](#)
- [Tips for healthy teeth | HENRY](#)
- [School Health | East Sussex](#)

Chair Person Sign:



Date: 24.02.2026



## Healthy Eating and Nutrition Policy

***"Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious...Fresh drinking water must be available and accessible to children".***

(Early Years Foundation Stage Statutory Framework (2025), page 36, paragraph 3.62)

### Diet and Dietary Requirements

- Information regarding children's medical and personal dietary requirements will be provided by their parent/carer when a child is enrolled into the setting.
- Upon enrolment we will request doctors certification of medical allergies.
- Children with allergies, food intolerances or dietary preferences will have their name and photo displayed on our 'allergy list' alongside their requirement. Their allergy will also be written on their individual snack name that they bring to the table with them.
- 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. It is expected that this will mirror our policies and snack menu (below).
- Any questions about food allergies should be directed to Georgia or Emily.
- 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.
- **Please also refer to Health Safety and Hygiene Policy: Eating, Meal Times and Preparation.**

### Breastfeeding

- Breastfeeding parents - whether a pre-school child or younger sibling - will be welcomed into the building and provided with a comfortable place to breastfeed their children.
- We will work with parents where appropriate to support their child's enrolment into the setting if they are breastfed. All situations will be treated uniquely to ensure each child has the best transition into the setting.

### Food, Drink and Nutrition

- Children will be encouraged to eat a balanced diet containing a wide variety of foods.

- Children will never be asked to finish everything on their plate/in their lunch box.
- Rewards for finishing food such as stickers will not be given.
- We will encourage parents to provide food that meets the requirements that we adhere to following the Early Years Foundation Stage Nutrition Guidance (May 2025). Healthy lunch box ideas will be given to every parent during their child's settling in session. This will also be displayed on the parent information board in the foyer.
- 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 and refilled as required.
- We will encourage parents to provide water for their children to limit the children's juice and squash intake to promote good oral health.
- During special events such as children's birthdays, we will discourage birthday cakes being brought into the setting to share among the children. Instead, we will encourage fruit platters, bubbles or stickers to be brought in to celebrate instead.
- **Other foods that will be avoided i.e. not provided by us** include: dried fruit, tinned fruit in syrup, tinned vegetables and pules with added salts and sugars, cereals labelled high in sugar, flavoured noodle and pasta products, sweetened yogurts/fromage frais, foods high in saturated fat, salt and/or sugars like cakes, sweet and savoury pastries, biscuits, crisps, chocolate and other confectionary, skimmed and 1% cows milk and sugary drinks including fruit juices, smoothies and squash. **These foods will also be discouraged in lunch boxes.**

### 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 have an understanding of Food Safety and Hygiene. It is our aim that at least one practitioner in the setting at all times 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 and adequate supervision of the children whilst eating (see Health, Safety and Hygiene Policy: Eating, Meal Times and Preparation).
- Snacks will be savoury and of good variety that include the 4 main food groups (fruit and vegetables, starchy carbohydrates, dairy and alternatives and protein), in accordance with the Early Years Foundation Stage Nutrition Guidance (May 2025). Please see example menu below.

	Week one		Week two	
	AM	PM	AM	PM
Monday	Rice crispies Fruit & veg	Wraps & ham Fruit & veg	Weetabix Fruit & veg	Rice cakes & savoury spreads Fruit & veg
Tuesday	Crumpets & savoury spreads Fruit & veg	Cheese & crackers Fruit & veg	Boiled eggs & toast Fruit & veg	Wraps & ham Fruit & veg
Wednesday	Weetabix Fruit & veg	Pitta & savoury spreads Fruit & veg	Cornflakes Fruit & veg	Pasta & cheese Fruit & veg
Thursday	Cornflakes Fruit & veg	Boiled eggs & breadsticks Fruit & veg	Toast & beans Fruit & veg	Cheese & crackers Fruit & veg
Friday	Toast & beans Fruit & veg	Rice cakes & savoury spreads Fruit & veg	Rice crispies Fruit & veg	Pitta & savoury spreads Fruit & veg

- Water or semi-skimmed milk only will be provided at snack time.
- Snack will be available between 9:40am-10:20am and 1:30pm-2:00pm each day.
- A rotational two week snack menu will be followed. This will also be shared with parents to ensure they are aware of what their child will be provided with.
- Staff will have visual examples of portion sizes to refer to when providing snack from the Early Years Foundation Stage Nutrition Guidance (May 2025).
- Portion sizes will be based on the size of a child's clenched fist.
- Smaller servings will be given first, with more provided once the first portion is finished to help prevent food waste.
- Children will never be asked to finish everything on their plate/in their lunch box.
- Rewards for finishing food such as stickers will not be given.
- Any food poisoning matter affecting two or more children will be reported to Ofsted within 14 days.

### **Lunch Time/Food from Home**

- We have a statutory obligation to encourage parents to provide healthy, balanced and nutritious food.
- **It is the responsibility of parents/carers to ensure that:**
  - Food provided from home aligns with our Healthy Eating and Nutrition Policy
  - That the food provided is suitable for their child's individual development needs and is prepared in a way that prevents choking
  - That the child's name is clearly labelled on their lunch bag
  - To engage with and take into consideration healthy lunch box ideas shared with them

- **Foods that will be discouraged from lunch boxes include:** dried fruit, tinned fruit in syrup, tinned vegetables and pulses with added salts and sugars, cereals labelled high in sugar, flavoured noodle and pasta products, sweetened yogurts/fromage frais, foods high in saturated fat, salt and/or sugars like cakes, sweet and savoury pastries, biscuits, crisps, chocolate and other confectionary, skimmed and 1% cows milk and sugary drinks including fruit juices, smoothies and squash.
- Packed lunches brought to the pre-school will be stored in the refrigerator.
- Parents will be encouraged to provide foods and drink in reusable tupperware/bottles instead of single use cartons or clingfilm to support our sustainability policy.
- Lunch time will take place from 12:15pm each day, until all children have finished eating.
- 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 and adequate supervision of the children whilst eating.
- 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.
- Please also refer to: Health, Safety and Hygiene Policy: Eating, Meal Times and Preparation.

### **Managing Fussy Eating**

- We will support parents who express concerns about their child's eating habits, giving relevant advice and information where appropriate.
- It may be appropriate to refer parents to their Health Visitor, or seek permission from the parent/carer for us to speak to the child's health visitor on their behalf.
- Food will not be used for reward or punishment in the setting.
- We will have individual expectations of all children, based on their needs, temperament and developmental age/stage.
- Children will be encouraged verbally and visually to eat their lunch box contents in an appropriate order i.e. sandwich/pasta/crackers followed by fruit/vegetables, then calcium and protein rich items including yoghurt/cheese/meats, followed by savoury snacks including rice cakes or crisps, and finally a cereal bar or similar, if provided.
- Children will not be made to eat foods in their entirety; our expectations of each individual will be different, as above.

### **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.
- 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.
  - The children will be taught about sustainability alongside healthy eating by being supported to recycle their tinfoil, yoghurt pots, crisp packets and soft plastics from their lunchboxes.
  - We will endeavour to carry out a cooking activities during open sessions in which parents visit the setting.
- 
- See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)
  - See Early Years Foundation Stage Nutrition Guidance: Guidance for group and school-based providers and childminders in England (May 2025)
  - See Birth to Five Matters: Non-Statutory Guidance for the Early Years Foundation Stage
  - Oral Health: [How to promote good oral health to young children in your setting: Help for early years providers : Oral health \(education.gov.uk\)](#)





## Physical Activity Policy

***"Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives".***

(Early Years Foundation Stage Statutory Framework (2025), page 10)

### 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. This supports children to achieve the recommended 180 minute aim each day, as per the Physical Activity For Early Years: Birth To Five Years Guidance.
- 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 endeavour to provide physical activities during our parent Stay & Play sessions so that we can demonstrate simple ideas to be carried out at home to support physical development.

### Activities and Provision

- Emily is our Physical Activity Co-Ordinator, having completed Early Movers Practitioner Training. She will oversee the opportunities available within the provision and identify areas for improvement. Supported by Georgia, Emily will take the lead in implementing the daily Physical Activity Plan, ensuring that resources and equipment are rotated to ensure children are able to practise and develop their physical skills in a variety of ways throughout the week.
- Indoors, activities will be set up in a variety of ways to ensure children are encouraged to bend, stretch, crouch, crawl, climb etc. to promote their vestibular and proprioceptive senses. For example, a train track may be set up under the table to encourage children to manage their body as necessary. Chairs will be removed from tables to allow children to move freely around when engaging in activities such as painting and messy play.
- Outdoor activities allow the children to engage in further gross motor movements, and resources such as the climbing wall, balancing equipment, steps, ladders and such like will be readily available.

- We will endeavour to extend activities to include physical development, both inside and outside, wherever possible.
- We regularly visit local shops, the Cherry Garden, the windmill grounds and community areas in the high street and beyond. All children are encouraged to walk to and from (wherever possible) with safety in mind.
- Home learning will be encouraged through the lending home of resources.
- Suggestions to try at home will be shared via the children's Tapestry accounts.
- We provide space at the setting for parents to leave their children's bikes, scooters and pushchairs, to help encourage children and families to walk, scoot and ride to pre-school.

### **Children's Assessment and Staff Training**

- We use Birth To Five Matters to monitor children's Physical Development, which will allow us to ensure interventions are put in place as required.
- We will take the children's voice into consideration by supporting their interests and providing resources that support their innate needs and preferences.
- Emily cascades information from the Early Movers Training to the team when planning for and setting up physical activities so that the team are aware of why things are set up in different ways; intent, implementation and impact is discussed.
- The staff team have attended Sensory Circuits Training to help promote sensory based movement activities to enhance children's physical development and overall concentration.

### **Information Sharing**

- We will encourage parents to share information with us via Tapestry, during audits, at parents evenings and through questionnaires.
  - 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, considering their involvement levels and through our daily In The Moment Planning cycle.
  - This policy will be reviewed and updated every 12 months, or more frequently if required.
- See [Physical Activity For Early Years: Birth To Five Years - Physical activity for early years: birth to 5 years \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
  - See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)
  - See Birth to Five Matters: Non-Statutory Guidance for the Early Years Foundation Stage





## Sustainability

*"Understanding the world involves guiding children to make sense of their physical world and their community."*

(Early Years Foundation Stage Statutory Framework (2025), p.11)

### Pre-School Responsibilities

We are committed to supporting the children to understand their wider world and giving them simple skills and knowledge to look after the planet. We endeavour to give children first hand experiences to support their learning wherever possible.

### What We Do

- The children are encouraged and supported to recycle hard plastics and paper on a day-to-day basis using our recycling bin.
- We favour sustainable resources; choosing to purchase wooden or metal resources that provide longevity rather than plastic, wherever possible.
- We use recyclable materials for arts and crafts including junk modelling resources.
- We choose to order from companies with good sustainability policies.
- We donate unwanted toys/resources to local Charity Shops and local families.
- We buy resources from local Charity Shops.
- All children have a refillable water bottle in the setting to reduce single use plastics.
- We are mindful of water usage inside and out, and encourage children to recycle the water whilst outside; for example, transporting it between buckets or container.
- Annually, we grow butterflies with the children and set them free in the local nature garden.

### Future Aims

- We would like to support the children to recycle soft plastics which a member of staff will take to larger supermarkets to be recycled.
- We would like to reduce the amount of printed documentation we hold and move to electronic copies where possible.
- We would like to reduce the amount of laminating we do unnecessarily, whilst understanding that some laminating is essential for longevity of resources.
- When the children are not playing outside we will ensure the back door is such in the winter months so that less energy is used to heat the classroom.



## Safeguarding: Roles, Responsibilities and Procedures Policy

***'Providers must take all necessary steps to keep children safe and well.'***  
(Early Years Foundation Stage Statutory Framework (2025), p.22, paragraph 3.3)

### 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 policy's 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, trainees and service providers.

**This policy should be read alongside the legislation document Working Together To Safeguard Children (December 2023) - referred to henceforth as WTSG. The legislation sets out the safeguarding procedures that all staff must follow.**

### Roles and Responsibilities

- The Ofsted 'Registered Person' (John Southam - jsoutham1066@gmail.com) 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 Georgia Dowling, or in her absence Emily Kemp. All safeguarding concerns relating to allegations against staff and volunteers should be reported to this individual and recorded (see Dealing with Allegations and Complaints policy). If the concerns relate to

the Designated Safeguarding Lead then the Registered Person (John Southam) should be contacted on: [jsoutham1066@gmail.com](mailto:jsoutham1066@gmail.com).

- The DSL will usually be responsible for passing on concerns, or making referrals, to 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 Emily Kemp.
- The DSLs will refer to East Sussex Safeguarding Children Partnership (ESSCP) for safeguarding procedures and relevant information when necessary.
- 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/carers will be spoken to directly about low level concerns, and we will seek to help and support them in any way possible. The exception to this is if we believe that there is an immediate safeguarding concern or if doing so will place the child at risk.
- 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 discussed 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 WTS6 when making a referral (see page 57 to 58).
- The DSL will contact the SPOA on 01323 464222 or [0-19.SPOA@eastsussex.gcsx.gov.uk](mailto:0-19.SPOA@eastsussex.gcsx.gov.uk) to discuss a concern or seek advise.
- The DSL will report concerns and make referrals to SPOA by sending through A SOR (Statement of Referral) via secure email.
- 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.
- An 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) via [Children's LADO referral form | East Sussex County Council](#).

## **Record Keeping**

- All staff will record and report concerns in line with WTSG (December 2023). Our Roles & Responsibilities are explained below:
  - Parents/carers will be spoken to directly about low level concerns, and we will seek to help and support them in any way possible.
  - These concerns and follow up conversations will be written down on a Welfare Concern Form or added to the child's Chronology if appropriate and filed in a locked cupboard.
  - All other concerns (including those that are referred to SPOA) will also be recorded in the same way, with follow up conversations and actions recorded.
  - The Welfare Concern Forms will be completed by the practitioner who raises the concern, with support of the DSL. It will likely be most appropriate for the DSL to record the follow up conversation and action details based on the action taken.
- The Designated Safeguarding Lead will telephone the LADO and/or complete a LADO Referral Form online as above (if the concern is about a member of staff), or send a SoR (Statement of Referral) to SPOA via secure email (for all other concerns) to notify them and follow further instruction. Further guidance on what information to provide is in WTSG.
- 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 22 years 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 Trustees at Caterpillar Pre-School are expected to disclose anything that may affect their suitability to work with children. A Suitability Declaration will be signed and updated annually to help manage relevant disclosures.
- They will also undergo rigorous suitability (DBS) checks in line with the Early Years Foundation Stage Statutory Framework (2025). These checks will be reviewed annually via the Update Service by John Southam - the Ofsted Registered Person - for those signed up to it.
- Allegations against people working with children will be managed in line with our Dealing with Allegations and Complaints Policy. 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.
- See further, 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 in line with the Statutory Framework for the EYFS 2025 (see Annex C, Page 53-54).
- All volunteers and long-term students such as Apprentices will be required to complete online Child Protection Training, Prevent Duty Training and Female Genital Mutilation Training within the first week of appointment, if not before commencement. This will be accessed via the East Sussex County Council Learning Portal.
- All practitioners will attend 'Practitioner Child Protection Training' within six months of employment. The e-learning course will be used as a refresher annually thereafter. As a team we feel that this ensures staff feel consistently knowledgeable and up to date with safeguarding procedures and expectations.
- The Designated Safeguarding Lead/s Person 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.
- Staff supervision meetings will record discussions regarding continuing professional development and subsequent identification and planning of training to meet the above requirements.
- DSLs in the setting will support all other practitioners to put their safeguarding training into place effectively. As above, this will be monitored during supervision sessions and staff meetings and any identified gaps in knowledge will be addressed.

### 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 in line with: Children Act (2004) and Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (July 2018).
  - See Children Act 1989/2004
  - See Data Protection Act 2018
  - See Working Together to Safeguard Children (December 2023)
  - See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)
  - See Children's LADO Referral Form: [Children's LADO referral form | East Sussex County Council](#)
  - See: Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018).
  - See East Sussex Safeguarding Children Partnership: [www.esscp.org.uk](http://www.esscp.org.uk)
  - See Staff Handbook - for all employed by Battle Baptist Church's Caterpillar Pre-School

Chair Person Sign:



Date: 24.02.2026



## Safeguarding: Attendance

***'Providers must follow up on absences in a timely manner. If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts must be made to contact the child's parents and/or carers and alternative emergency contacts.'***

(Early Years Foundation Stage Statutory Framework (2025), p.23, paragraph 3.11)

### Benefits of Good Attendance

- Good attendance promotes better outcomes for children. It is essential that children feel settled and take full advantage of the learning and development opportunities available.
- Good attendance promotes school readiness.
- Children who attend every planned session gain a sense of security from the regular routine.
- It helps form good habits for school attendance.
- Children find it easier to build and sustain social relationships when they attend their regular sessions.
- Children build self esteem by knowing what to expect, becoming confident with all adults and children as well as having opportunities for involvement and contribute their ideas to learning.
- For some families, particularly at times of stress, regular attendance allows for parental breaks which contributes positively to family wellbeing.

### Impact of Irregular Attendance

- Children who are consistently late or regularly miss planned sessions will find it harder to settle in and form relationships with adults and their peers.
- Children will find it hard to understand what that other children and adults are talking about or doing, making it harder for them to engage.
- Children will miss out on learning and development opportunities and find it hard to get to know the routines, boundaries and expectations in the setting.

### Our Roles and Responsibilities

- In Early Years provisions, we are aware that attendance is not compulsory until school age. However, not attending planned sessions could be an indicator of other concerns. We have certain statutory regulations that we must follow, and this is why we ask parents for information on absences.

- The EYFS Statutory Framework 2025 informs us of the records we must keep. We must follow up absences as part of our safeguarding requirements. We must monitor absence patterns and families' personal circumstances. This helps us decide whether we should refer concerns to children's social care and/or request a police welfare check.
- Ofsted inspectors will ask us how well we collaborate with parents to promote children's attendance. The focus is on children forming good habits for future learning and better outcomes when school attendance becomes statutory.
- If we are claiming funding for your child and your child is regularly not attending their sessions, we will speak to you about how we can help. For example, rearranging the hours and days required. We must tell the Early Years Funding team about any absence over two weeks, or consistent absence throughout a funding period. If we do not, we could lose our funding.

### **Expectations of parents/carers**

- Ensure we are informed in advance of holidays or planned absences.
- Inform us as soon as possible if your child cannot attend a session and tell us the reason for this, giving an indication as to whether it will be for one session or longer. This can be done via telephone (preferably) on 01424 774997; we have an answerphone so a voicemail can be left. Or via email on [caterpillarstaff@hotmail.co.uk](mailto:caterpillarstaff@hotmail.co.uk).
- Inform us if your child will be arriving late so that we are aware of this and can plan and prepare accordingly, ensuring your child has a smooth transition into the setting when they arrive.

### **Absence Procedure**

- If we have not had notification of a child's absence we will contact the parent/carer on the first day that a child does not attend. A record of the phone call will be recorded in the daily message book, including if an answerphone message is left.
- If we are unable to get through via telephone, we will also send an email.
- If we are unable to make contact we may need to contact the emergency contacts. We will use our professional judgment about how soon this is necessary.
- We will record the absence reason accordingly in the message book and on the register.
- Absences and late arrivals will be monitored and recorded.
- If we become concerned we will discuss the matter with the parent/carer and give support to improve attendance.
- For safeguarding purposes, patterns in attendance will be monitored and discussed the parent/carer if our professional judgement considers this to be a concern.
- Consideration will be given to the child and/or parents vulnerability, and a referral to SPOA will be made if deemed necessary.

- See Working Together to Safeguard Children (December 2023)
- See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)
- See East Sussex Safeguarding Children Partnership: [www.esscp.org.uk](http://www.esscp.org.uk)

Chair Person Sign:

A handwritten signature in black ink, appearing to be 'M. Smith', written on a light blue rectangular background.

Date: 24.02.2026



## Safeguarding: Conflict Resolution with Parents & Aggressive Behaviour

***It is important to us for our staff team to feel safe whilst at work. We do not expect any employee to tolerate verbal abuse or intimidation.***

### Expectations of Parents/Carers

- We believe that we have strong parent partnerships and an open door policy to discuss matters arising that are brought to our attention.
- If a parent has a concern that they would like to raise we would expect them to have an amicable discussion with their child's key-person or the Pre-School Manager in the first instance.
- In the case of a parent calling, emailing or using social media to complain, they will be directed to our Complaints Procedure.
- If slanderous or abusive messages appear on social media sites, we will address these immediately with a request to follow our Complaints Procedure.
- We have zero tolerance on abusive phone calls, emails or face-to-face confrontation or behaviour that causes staff to feel threatened, frightened or physically at risk. This includes but is not limited to:
  - Verbal or written abuse including that of a discriminatory nature
  - Threatening behaviour
  - Intimidation
  - Swearing or the use of offensive language
  - Rudeness including derogatory remarks
  - The possession of items that may be perceived to cause physical harm
- It is also our expectation that parental conflict between each other is dealt with outside of the setting wherever possible. Support for this can be sought from the pre-school, but aggression in the setting or on the premises should not occur.


### Conflict Resolution Procedure

In the event of any person in the setting beginning to act in an aggressive manner we will:

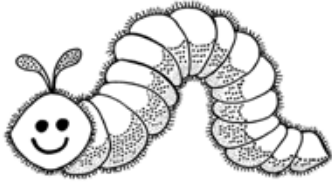
- Direct the person away from the children into a private area.
- Ensure that a second member of staff is in attendance where possible, whilst still ensuring adequate supervision of the children.
- Remain calm and professional, making it clear that we do not tolerate aggressive or abusive language and behaviour.
- If the aggressive behaviour continues or escalates we will call the police in order to ensure the safety and protection of the staff team, children and families.

- If the person is able to calm down the member of staff will listen to the persons concerns and try to resolve the issue.
- Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken. If deemed necessary, advice will be sought from our Early Years Intervention Officer or SPOA.
- Support will be provided for the member/s of staff involved in an incident.
- The Pre-School Manager will signpost the adult to organisations or professionals that can provide support, if applicable.

Chair Person Sign:



Date: 24.02.2026



## Safeguarding: Social Networking and E-Safety Policy

**'Providers must take all necessary steps to keep children safe and well.'**  
(Early Years Foundation Stage Statutory Framework (2025), p.22, paragraph 3.3)

### **Social Networking**

**Members of staff who have social networking profiles (e.g. Facebook/Instagram/TikTok/Snapchat):**

- Will not post photographs related to the pre-school, including: children, colleagues, parents or the pre-school branding (including themselves in 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 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 i.e. suitably clothed/dressed.

### **E-Safety / 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, John Southam on jsoutham1066@gmail.com.
- The pre-school iPads will be used for work related items only.
- The pre-school manager, Georgia, will regularly look at the online history on the desktop computers and iPads to ensure they are not being used inappropriately.
- 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.
- It is our expectation that all parents will sign a ICT User Agreement Policy and will support us in teaching their children about safe internet usage at home.
- Children will use iPads in the setting with constant support from an adult. These will be used for educational purposes only for example for research purposes or short educational clips.

➤ See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)

Chair Person Sign:

A handwritten signature in black ink, appearing to be 'S. Southam', written over a horizontal line.

Date: 24.02.2026



## Safeguarding: Mobile Phones, Cameras and Photographs

***"Safeguarding policies must include .. how mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting".***  
(Early Years Foundation Stage Statutory Framework (2025), p.22, paragraph 3.6)

### Personal Mobile Phones

- Parents are expected not to use their personal phones whilst in the setting for example during a settling in session or stay and play session to ensure the safety of all children.
- Personal mobile phones will not be used by staff during working hours.
- Personal mobile phones will be kept on silent or switched off during working hours and kept in the staff office or in the mobile phone box in the locked cupboard. This includes students in the setting.
- Personal mobile phones will be used by staff on their lunch break, when in a child-free area of the building.
- Personal mobile phones must not be used to take photographs or video footage of the children or of staff whilst working with the children, at any time.
- In the event of a personal mobile phone needing to be taken 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 personal 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.

### Pre-School iPhone

- The Pre-School iPhone will always be pin protected.
- The Pre-school iPhone will be used on outings and trips in the local community, in case of emergency.
- The Pre-School iPhone will be used to take pictures and videos of the children to be uploaded onto their Tapestry Learning Journal.
- The media from the Pre-School iPhone will be deleted every half term so that media is not kept for a prolonged period of time.
- Staff are not permitted to use the Pre-School iPhone for personal use.
- When not in use, the Pre-School iPhone will be kept on the charging dock in the kitchen at all times.

- At the end of each day it will be put in the mobile phone box in the locked cupboard for overnight security.

### **Pre-School iPads**

- As a settling we have three iPads in use during each session.
- The Pre-School iPads will always be pin protected.
- The Pre-school iPads will be used to take pictures and videos of the children to be uploaded onto their Tapestry Learning Journal.
- The media from the Pre-School iPads will be deleted every half term so that media is not kept for a prolonged period of time.
- Staff are not permitted to use the Pre-School iPads for personal use.
- When not in use, the Pre-School iPads will be kept in the locked cupboard.
- At the end of each day they will be put in the locked cupboard for overnight security.

### **Cameras**

- Only the Pre-school iPads/iPhone 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.
- Parents are expected not to use their personal phones whilst in the setting for example during a settling in session or stay and play session to ensure the safety of all children.

### **Smart Watches and Smart AI Glasses**

- Smart watches with a built-in camera will not be worn in the setting by staff, parents or visitors.
- Practitioners with smart watches will have the choice to turn off all notifications whilst in the setting with the children, or, keep the watch locked in the mobile phone box. This includes students in the setting.
- Smart AI Glasses are not to be worn in the setting by staff, parents or visitors. Anyone who is suspected to be wearing or using Smart AI glasses will be asked to remove them.

### **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.

- See Working Together to Safeguard Children (December 2023)
- See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)
- See East Sussex Safeguarding Children Partnership: [www.esscp.org.uk](http://www.esscp.org.uk)

Chair Person Sign:



Date: 24.02.2026



## Safeguarding: Missing Child Policy

*Providers must take all necessary steps to keep children safe and well.'*  
(Early Years Foundation Stage Statutory Framework (2025), p.22, paragraph 3.3)

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 register will be checked to make sure no other child has gone astray.
- The setting leader (and other practitioners if practicably possible) will carry out a thorough search of the entire classroom premises and outside area.
- If the child cannot be found in the classroom or outside area then a wider premises search will be carried out i.e. in the Chapel, Manna House, lift, upstairs, car park and foyer area.
- 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 (Sarah Hamilton - sarahphamilton56@aol.com) or in her absence another trustees (sequentially John Southam (jsoutham1066@gmail.com), Ed Jones (pastor@battlebaptistchurch.org.uk) or Glenys Cornwell (glenys.rox@hotmail.co.uk)) 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 (Sarah Hamilton - sarahphamilton56@aol.com) 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 will search the immediate vicinity.
- **If the child is not located immediately:** the setting leader will contact the police and report 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 (Sarah Hamilton - sarahphamilton56@aol.com) 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 (Sarah Hamilton - sarahphamilton56@aol.com) 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 parent as soon as possible, especially if the child is in any way distressed.
- Contact the LADO via the online referral form as soon as possible to seek advice and clarify any further procedures required.
- 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 Sarah Hamilton will speak with the parent(s).
- Sarah Hamilton will carry out a full investigation taking written statements from all practitioners involved.
- Sarah Hamilton 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.

- Sarah Hamilton will ensure that practitioners under investigation are fairly treated and receive support if feeling vulnerable.
  - Sarah Hamilton 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. Sarah Hamilton and the setting leader will use their discretion to decide what action to take.
- 
- See Working Together to Safeguard Children (December 2023)
  - See Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)
  - See Children's LADO Referral Form: [Children's LADO referral form | East Sussex County Council](#)
  - See: Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018).
  - See East Sussex Safeguarding Children Partnership: [www.esscp.org.uk](http://www.esscp.org.uk)

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Date: 24.02.2026



## Safeguarding: Failure to Collect a Child

***'In every setting, a practitioner must be designated to take lead responsibility for safeguarding children.'***

(Early Years Foundation Stage Statutory Framework (2025), p.22, para 3.4)

In the event of an uncollected child in 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 immediately, the DSL will try to contact the emergency carers using the details provided for the child, and the parents workplaces if necessary.
- **If the child was due to be collected at 3pm and no contact can be made with the above contacts by 5pm then the procedure below will be followed.**
- The DSL will continue to try to contact the parent/s and emergency carers.
- If contact is made with the parent/carer, 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 send a SOR (Statement of Referral) to the Single Point of Advice (**SPOA**) via secure email.
- If contact cannot be made with any parents/carers by the times above, the DSL will call **SPOA on 01323 464222** to seek advice. If they are uncontactable, the DSL will contact the Emergency Duty Service for East Sussex on 01273 335905/6.
- If the Emergency Duty Service cannot be contacted, the DSL will call the police.
- The DSL will follow the advice given.
- The DSL will send a SOR (Statement of Referral) to the Single Point of Advice (**SPOA**) via secure email.
- In all cases, the incident will be documented and stored securely for safeguarding purposes.

➤ See Statutory Framework for the Early Years Foundation Stage (EYFS) (September 2025)

A handwritten signature in black ink, appearing to be 'S. Smith' or similar, written over a horizontal line.



## Safeguarding: The Prevent Duty

***'Providers must also take into account the government's statutory guidance 'Working Together to Safeguard Children' and 'Prevent duty guidance for England and Wales'.***

(Early Years Foundation Stage Statutory Framework (2025), p.23, para 3.9)

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.

**Prevent** addresses all forms of terrorism (extreme right wing, Islamist, e.g. inspired by Al-Qaida, Daesh and associated terrorisms, and single issues etc.).

**Radicalisation** is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.

### Training

- The settings Designated Safeguarding Leads (Georgia and Emily) will complete DSL Refresher Training every two years, and cascade any new information regarding The Prevent Duty to the rest of the staff team.
- All practitioners will complete e-training on the Prevent Counter Terrorism Strategy via the East Sussex Learning Portal every two years, minimum.

### Vigilance

- All practitioners are responsible for remaining vigilant to radicalisation at all times.
- Potential risk indicators include:
  - Possession of violent extremist literature or accessing extremist websites or material;
  - Use of inappropriate language;
  - Behavioural changes;
  - The expression of extremist views;
  - Advocating violent actions and means
  - Association with known extremists;
  - Articulating support for violent extremist causes or leaders;
  - Using extremist views to explain personal disadvantage;
  - Joining or seeking to join extremist organisations;
  - have had potentially traumatic exposure to conflict zones;

- Some children may be at risk due to living with or being in direct contact with known extremists
  - Seeking to recruit others to an extremist ideology.
- If a practitioner is concerned about a child's welfare with regards to radicalisation, they will speak to the DSL 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 e-training, all practitioners will have knowledge of the risks affecting the children in our care.
- From the e-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 will:
    - Make a referral to Channel using the National Prevent Referral Form.
    - Make a referral to SPOA using a SOR Form.
    - Contact the local police force, or dial 101 to discuss the concern and gain advice.
    - Contact the Department for Education on 020 7340 7264 (dedicated extremism helpline)
    - The Department for Education via email [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)
- See Statutory Framework for the Early Years Foundation Stage (EYFS) (September 2025)
  - See Sussex Child Protection and Safeguarding Procedures: [15.9 Children and Young People Susceptible to Violent Extremism | Sussex Child Protection and Safeguarding Procedures Manual](#)
  - See Prevent Duty Guidance: Guidance for specified authorities in England and Wales (specifically page 33): [Prevent duty guidance: Guidance for specified authorities in England and Wales \(print-ready PDF\) \(publishing.service.gov.uk\)](#)
  - See Counter Terrorism and Security Act -Section 26 (2015)

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## Safeguarding: British Values

*"Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life"*  
(Early Years Foundation Stage Statutory Framework (2025), p.9)

Caterpillar pre-school will aim to promote Fundamental British Values (Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance) 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 everyday 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**

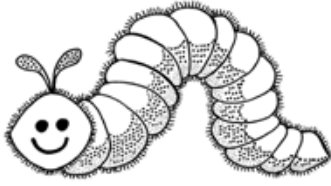
- Practitioners will encourage and verbalise the importance of respecting each other and taking the feelings of others into consideration.
- Children will be supported to develop appreciation and respect for their own and other cultures, faiths and races.
- Stereotyping will be challenged when it occurs, 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) (September 2025)
- See Sussex Child Protection and Safeguarding Procedures: [15.9 Children and Young People Susceptible to Violent Extremism | Sussex Child Protection and Safeguarding Procedures Manual](#)
- See Prevent Duty Guidance: Guidance for specified authorities in England and Wales (specifically page 33): [Prevent duty guidance: Guidance for specified authorities in England and Wales \(print-ready PDF\) \(publishing.service.gov.uk\)](#)
- See Counter Terrorism and Security Act -Section 26 (2015)

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## Safeguarding: Female Genital Mutilation (Cutting)

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

(Early Years Foundation Stage Statutory Framework (2025), p.22, para 3.4)

Female genital mutilation comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The practice is illegal in the UK, and it is also illegal to take a British national or permanent or habitually resident girl abroad for the practice of FGM or to help someone trying to do this, under the FGM Act 2003.

### Training

- All practitioners will complete Female Genital Mutilation (FGM) Training via the East Sussex Learning Portal within one week of employment, or before.
- All practitioners will complete the assessment task, and their certificate of completion will be stored in the staff information folder.
- This training will be repeated for all every two years.

### 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 Emily) as soon as possible.
- As professionals we have a mandatory duty to report cases of FGM, known or suspected.
- Girls are at particular risk of FGM at any time, but particularly during school holidays and prolonged absences from school, as these are the times when families may take their children abroad for the procedure or arrange for cutters to come to the UK.

### **Signs that a girl could be at risk of FGM**

- One or both of a girl's parents come from a community affected by FGM
- A girl is born to a woman who has undergone FGM
- Mother has requested re-infibulation following childbirth
- A girl has an older sibling or cousin who has undergone FGM
- One or both parents or elder family members consider FGM integral to their cultural or religious identity
- The family indicate that there are strong levels of influence held by elders and/ or elders who are involved in bringing up female children
- A girl/family has limited level of integration within UK community

- A girl from a practising community is withdrawn from PSHE and/or Sex and Relationship Education or its equivalent may be at risk as a result of her parents wishing to keep her uninformed about her body, FGM and her rights

### **Signs that a girl could be at immediate risk of FGM**

- If a female family elder is present, particularly when she is visiting from a country of origin, and taking a more active / influential role in the family
- If there are references to FGM in conversation, for example a girl may tell other children about it
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- Parents state that they or a relative will take the child out of the country for a prolonged period
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent
- A girl is taken abroad to a country with high prevalence of FGM, especially during the summer holidays which is known as the 'cutting season'


### **Signs that FGM has occurred.**

- prolonged absence from schools
- frequent need to go to the toilet
- long break to urinate
- urinary tract infections.

### **Reporting a Case**

- o If it is suspected that a child at risk of FGM, the DSL will contact the **SPOA on 01323 464222** to seek advice.
  - o 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.
  - o 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 also send a SOR (Statement of Referral) through to **SPOA** via secure email.
  - o The DSL will work with the police and follow any protocols and procedures necessary.
- See Statutory Framework for the Early Years Foundation Stage (EYFS) (September 2025)
  - See Sussex Child Protection and Safeguarding Procedures: [17.4 Female Genital Mutilation \(or Cutting\) | Sussex Child Protection and Safeguarding Procedures Manual](#)
  - See Female Genital Mutilation Act (2003)
  - See Serious Crime Act - Section 73-74 (2015)
  - See Children Act 1989

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## Safeguarding Responding To Emergencies: Emergency Lockdown

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

(Early Years Foundation Stage Statutory Framework (2025), p.39, paragraph 3.80)

### Preparation and Threat Levels

- In the event of being advised to lockdown the Pre-School following advise from the Local Authority (East Sussex County Council) or local Police Force, we will follow the advice given.
- Threat levels are defined below:
  - LOW: an attack is unlikely
  - MODERATE: means an attack is possible but not likely
  - SUBSTANTIAL: means an attack is a strong possibility
  - SEVERE: means an attack is highly likely
  - CRITIAL: means an attack is expected imminently
- The practitioner who has received the advice will use the phrase "lockdown" to alert the other practitioners.
- The Pre-School Manager or most senior staff member will delegate roles to all other practitioners in the event of a lockdown.
- An email (via office computer) or text message (using the Pre-School iPhone) will be sent to all parents of the children present. The message will read: "Due to an incident we have been advised to lockdown the Pre-School to keep the children as safe as possible. Please do not attempt to collect your child until it is safe to do so. We will send a further message to advise you of when this is. In the meantime, it is vital that we keep our telephone lines clear, so please do not try to contact us unless it is absolutely vital that you speak to us. Thank you for your co-operation".

### Lockdown Procedure

- It should be assumed that it is safer to stay inside the building than attempt to evacuate or ask children to be collected by their parents.
- All doors and windows will be secured, with curtains and blinds closed wherever possible. The doors and windows will not be opened once they have been secured unless we are certain it is the emergency services.
- Staff will stay calm and guide children to the furthest point of the room away from sight, and away from doors and windows; this is the children's toilet area. The door to the toilet area will not be closed as there is no other way to escape

the room if required. Staff will block the door to ensure children stay in the area.

- The children will be encouraged to whisper and use quiet voices.
- Non-essential phone calls will not be made during this time.
- Lockdown should proceed until the emergency services arrive.
- Once the emergency services arrive, all practitioners will be expected to comply with their instruction.

### **Following the Lockdown**

- Co-operation with the emergency services will be followed to ensure an appropriate and orderly evacuation.
- We will ensure that we have the register and children's details with us when we leave the building.
- It will be made absolutely clear to parents that we will be acting on the advice of emergency services at all times.
- As soon as we are advised to do so, we will contact all parents of the children present to advise them to collect their child/ren.

- See Statutory Framework for the Early Years Foundation Stage (EYFS) (September 2025)
- See Early Years Alliance: Responding to Emergencies Guidance: [Responding to emergencies | early years alliance \(eyalliance.org.uk\)](https://eyalliance.org.uk)

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## Safeguarding: Child Sexual Exploitation

*"Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements".*

(Early Years Foundation Stage Statutory Framework (2025), p.22, paragraph 3.5)

Child Sexual Exploitation (CSE) is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity. CSE does not always involve physical contact and can also occur through the use of technology.

### Reporting Child Sexual Exploitation


- If we are concerned about a child and/or parent/family we will follow our usual safeguarding procedures and ensure all concerns, conversations and such like are documented on an Incident Report Form or Chronology Form and brought to the attention of the DSL immediately.
- The DSL will call 999 if they feel the child is at immediate risk.
- The DSL will call 101 if they feel a crime has been committed.
- Due to the nature of the abuse, the DSL will also contact SPOA on 01323 464222 to discuss a concern or seek advise.
- If SPOA deems it appropriate, the DSL will have a discussion with the parent/carer of the child as soon as possible. However, this may not be advised.
- The DSL will report concerns and make referrals to SPOA by sending through A SOR (Statement of Referral) via secure email.

### Preventing Child Sexual Exploitation

- The children will be spoken to about keeping themselves safe, using resources including, but not limited to: Pantosaurus via NSPCC to support children to understand that their body belongs to them, that no means no and to talk to an adult if someone is making you feel sad. In addition, Smartie The Penguin will be used to support children to understand how to keep themselves safe when using electronic devices that have access to the internet.
- Parents will be given information regarding how to keep their children safe online when their children start at Pre-School, advising them of parental controls and such like on home devices.
- Parents will also be given a letter, a copy of our policies and spoken to about our commitment to safeguarding all children in our care. It will be explained that safeguarding concerns and disclosures from children are taken seriously, and will be acted upon.

- See Statutory Framework for the Early Years Foundation Stage (EYFS) (September 2025)
- See Department for Education: Child Sexual Exploitation (February 2017) [Department for Education \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/594222/Child_Sexual_Exploitation.pdf)
- See Sussex Child Protection and Safeguarding Procedures: [15.12 Criminal and sexual exploitation including serious organised crime and gangs | Sussex Child Protection and Safeguarding Procedures Manual](#)
- See NSPCC: Child Sexual Exploitation: [Child Sexual Exploitation & How to Keep Your Child Safe | NSPCC](#)
- See NSPCC: Pantosaurus: [Let's talk PANTS with Pantosaurus! | NSPCC](#)
- See ChildNet Smartie the Penguin: [Smartie the Penguin | Childnet](#)

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## Safeguarding: Spiritualistic and Ritualistic Abuse (SARA)

*"Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements".*

(Early Years Foundation Stage Statutory Framework (2025), p.22, paragraph 3.5)

The belief in "possession" or "witchcraft" is widespread. It is not confined to particular countries, cultures or religions, nor is it confined to new immigrant communities in this country.

### Vigilance

- Practitioners will be alert to parents/carers using phrases such as: black magic, kindoki, ndoki, the evil eye, djinns, voodoo or obeah when talking about their child.
- Practitioners will be alert to parents/carers referring to the child as a witch or sorcerer.
- Practitioners will be alert to issues of neglect such as not being fed properly or being 'fasted', not being clothed, washed properly, but left to fend for themselves especially compared to the other children in the household, if applicable.
- Practitioners will be alert to child's body showing signs or marks, such as bruises or burns.
- Practitioners will be alert to the child being seen as the scapegoat for a change in family circumstances for the worse.
- Practitioners will be alert to the child being seen as someone who violates the family norms by being different.
- Practitioners will be alert to it being directly evident that the child's parent/carer does not show concern for or a close bond with them.
- Practitioners will be alert to a child's attendance becoming irregular.
- Practitioners will be alert to a child reporting that they are or have been accused of being evil and/or the devil.

### Reporting Concerns

- If we are concerned about a child and/or parent/family we will follow our usual safeguarding procedures and ensure all concerns, conversations and such like are documented on an Incident Report Form or Chronology Form and brought to the attention of the DSL immediately.
- Due to the nature of the abuse, the DSL will also contact SPOA on 01323 464222 to discuss a concern or seek advice.

- If SPOA deems it appropriate, the DSL will have a discussion with the parent/carer of the child as soon as possible. However, this may not be advised.
  - The DSL will report concerns and make referrals to SPOA by sending through A SOR (Statement of Referral) via secure email.
- 
- See Statutory Framework for the Early Years Foundation Stage (EYFS) (September 2025)
  - See Sussex Child Protection and Safeguarding Procedures: [17.1 Abuse Linked to Spiritual and Religious Beliefs/Ritual Abuse | Sussex Child Protection and Safeguarding Procedures Manual](#)
  - See Children Act 198

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