

1. Admissions

St. Michael's School House is a community facility providing Pre-School sessions for children aged 2–5yrs, The numbers and ages of children admitted to the Pre-school comply with the legal space requirements set out in the Early Years Foundation Stage. When considering admissions, we are mindful of staff: child ratios, the facilities available at the Pre-school and the children we currently have who may require extra support or attention.

After School and Holiday Club for children and young people aged 4 – 11yrs.

Procedure

- Relevant registration form to be completed by prospective parent and returned with a registration fee to School House, at which point the individuals name will be added to the relevant waiting list.
- Waiting list are operated in date of registration order, with priority given to children and young people currently on role who wish to increase their sessions or to siblings of those currently attending the setting.
- Places are offered half a term prior to a start date.
- Within the Pre-School children under 3yrs are offered either morning or afternoon sessions only until the term after their 3rd birthday
Exceptions can be considered for children who have a sibling in the setting currently attending for full days, as long as the child is over three years old and the School House Manager and parents believe they will manage full days. This will be under constant review to ensure it is in the child's best interest.
- To Children 3 yrs old and above we offer sessions, morning, afternoon or full day. We require to book a minimum of two sessions.
- A home visit must be undertaken by the School House Manager or supervisor and the child's key person prior to the initial start date,

A non-refundable registration fee is charged when you register your child with us. This registration fee is charged for all children. Parents of children who are using funded hours can request for this registration fee to be paid back to them once their child has started with us. This request must be put in writing within 4 weeks of the child's start date. The registration fee is used by the charity to assist with administration costs, trial visits, home visits and the induction evening.

1.1 Special Needs Admissions

- We request information regarding any special needs to be attached to the registration form including early year's intervention reports.

This policy was adopted by

On

Date to be reviewed

Signed by Manager

Name of Manager

Signed by director

2. Equal Opportunities

St. Michael's School House is committed to provide equality of opportunity for all children, young people and families. No child, young person, individual or family should be excluded from the activities of School House on the grounds of age, gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion or belief. Any form of anti-social behaviour will be discouraged; racism, sexism and stereotyping will be challenged.

All practitioners will display a positive commitment to Equal Opportunities through the activities, resources and materials they provide e.g. introducing traditional games from other countries, acknowledging a variety of festivals from around the world, displaying artwork and posters which include images of children and young people of differing races or with special needs. All practitioners will be positive role models.

We aim to ensure that any person wishing to work in or volunteer to help within St. Michael's School House have a fair and equal chance to do so. Recruitment and selection procedures will be followed these are detailed in the School House Personnel Policies.

If any unacceptable, discriminatory behaviour is displayed by practitioners, parents, children, young people or visitors the following procedure will be followed by the School House Manager;

Procedure

- Identify the behaviour and acknowledge the incident
- Support the victim at the time of the incident
- Explain to the perpetrator and any witnesses that the behaviour is unacceptable and why, in a way which is age appropriate
- Decide what action is to be taken and any sanctions to be used
- Thoroughly complete an incident report

- In the case of a child or young person, inform the parents of the perpetrator and victim, explaining actions taken, relating to the settings policy
- Offer support for the victim and appropriate action for the perpetrator
- Where the perpetrator is a member of the School House staff team the appropriate disciplinary procedure will be invoked as detailed in the School House Personnel Policies and procedures
- Where the welfare of children or young people involved maybe affected OFSTED should be informed
- Exclusion may be appropriate, in very serious cases.

In addition, St. Michael's School House will endeavour to protect, by ensuring any discriminatory literature, materials, software etc. is immediately removed

2.1 Children's rights and entitlements

Policy statement

- We promote children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

What it means to promote children's rights and entitlements to be '*strong, resilient and listened to*'.

To be strong means to be:

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

To be resilient means to:

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

To be listened to means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and

- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

This policy was adopted by _____ (name of provider)

On _____ (date)

Date to be reviewed _____ (date)

Signed by Manager _____

Name of Manager _____

Signed by director _____

3. Special Educational Needs and Disabilities

St. Michaels School Houses aim is to provide a differentiated curriculum which meets individual needs and objectives. We believe that all children and young people are entitled to the best possible start in life and education and that they become confident with a growing ability to communicate their own views and are ready to make further transitions through their lives.

The inclusion of children and young people with special needs and/or disabilities is vital and isolation due to any form of need and/or disability will be avoided.

Every child and young person will be allocated a key person whose role it is to;

- Become knowledgeable about individual characteristics about their key children
- Learn about children and young people's individual stages of development
- Become familiar with children and young people's preferences and choices
- Identify any key issues regarding learning, development and well being
- Discuss key concerns with the parents and take their views into account
- Offer suitable advice and support to parents and other key staff
- Help plan suitable interventions
- Implement support within the setting and advice and support parents with activities and strategies to use in the home

One to one support is available should this be deemed necessary.

Detailed records are maintained about individual children and young people and are available on request.

All practitioners are made fully aware of all children and young people's individual needs in order to offer the required support and engender all children and young people of St. Michaels School House to be co-operative.

We liaise and work in partnership with parents, any other professionals involved with a child, young person and/or family to support individuals.

The environment of St. Michaels School House is sympathetic towards the needs of a child or young person through;

- Identification and assessment of a child or young person's physical needs in relation to the geographical nature of the building
- The aesthetic nature of the environment in terms of activities and equipment
- A balanced range of activities and experiences with space and/or an area for quiet activities should it be needed

Appropriate activities and resources will be provided from the range of St. Michaels School House equipment and materials, adapted and modified as necessary. All our equipment provides learning outcomes for all children and young people and specific guidelines and adoptions are used in order that special needs and/or disability application is identified and practitioners utilise equipment appropriately. Occasionally a specialised piece of equipment may be needed and if so this will be sourced.

St Michaels School House has arrangements in place to support children and young people with Special needs and/or disabilities following the graduated approach of access, plan, do, review as set out in the Children and Families Act 2014 and SEND Code of practise 2014.

Practitioners of St. Michaels School House receive on-going training/CPD on special needs and disabilities and follow the guidelines set down by the DFES in the SEND code of practise 2014. All practitioners are assessed in order to identify any special training requirements and access to agencies concerned with specific disabilities can be arranged.

In some incidences despite the interventions implemented by St Michaels School House the child or young person may not make significant progress in which case further advice and support can be sought from SENCO at B.F.B.C Early Years Team.

Communication is a key factor for the well-being of all children and young people attending St. Michaels School House, additional time and transfer of information may be required which is specific to a child or young person with any additional needs.

With parents written, prior consent any records kept on a child or young person will be shared with other professionals and forwarded to the next educational setting.

Through close observation, planning and evaluation a sensitive approach can be made and the inclusion of all children and young people can and will be achieved by St. Michaels School House.

St. Michaels School House named SENCO is; Agi Payne and Beckie Newman. The role of the SENCO is to;

- Ensure all practitioners in the setting understand their responsibilities to children and young people with Special Needs and/or Disabilities and our approach to identifying and meeting the needs of individual children and young people
- Advise and support colleagues
- Ensure parents are closely involved throughout and that their insights inform actions taken by practitioners
- Liaise with other professionals or agencies.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

4. British values

School House actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and

maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Procedures

British Values

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
 - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
- Practitioners ensure that children understand their own and others' behaviour and its consequence.
- Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty*, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
- Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

- Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
- Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.
- Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
- Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
- Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- *In our setting it is not acceptable to:*
 - actively promote intolerance of other faiths, cultures and races
 - fail to challenge gender stereotypes and routinely segregate girls and boys
 - isolate children from their wider community

fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director

5. Looked after children

St Michael's School House is committed to providing quality provision based on equality of opportunity for all children and their families. All of our staff are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

Children become 'looked after' if they have either been taken into care by the local authority or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. The Alliance maintains that it is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

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

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We offer places at St Michael's School House for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two and a half to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends St Michael's School House is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is the designated child protection co-ordinator School House Manager
- Every child is allocated a key person before they start, and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- St Michael's School House recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to us, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider issues for the child such as:

- their emotional needs and how they are to be met;
- how any emotional issues and problems that affect behaviour are to be managed;
- their sense of self, culture, language(s) and identity – and how this is to be supported;
- their need for sociability and friendship;
- their interests and abilities and possible learning journey pathway; and
- how any special needs will be supported.
 - In addition, the care plan will also consider:
- how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
- what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
- what written reporting is required;
- wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
- with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in our activities that include parents, such as outings and fun-days etc alongside the foster carer.
 - The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
 - In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
 - Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
 - Concerns about the child will be noted in the child's file and discussed with the foster carer.

- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

6. Parents as partners

At St. Michaels School House we strive to work closely will all parents, we believe that by working together parents and practitioners can help a child or young person to achieve their full potential.

Parents are the people who know their children and young people best; hence they play a vital part in the care, education and well-being of said child or young person. Parents are asked to share information with School House when a child or young person initially joins the setting to support their care, learning and development and to aid transition.

For all children joining Pre-School a home visit will be undertaken by the School House Manager or Pre-School Supervisor along with the child's key person. This visit is used to discuss the individual needs and interests of the child and for the team to gather valuable information on the child's stage of learning and development.

It is very important to us that parents are fully involved with St. Michaels School House as far as is reasonably possible, we encourage this through;

- Having an open-door policy which allows parents unrestricted access to the setting which is of a positive impact on the child or young person
- Offering parents opportunity to spend time within the setting assisting in activities and sharing their skills with us
- Inviting parents for social occasions and family celebrations
- Active communication, through notice boards, newsletters, daily conversations, questionnaires, e-mail, web site and our closed group Facebook page
- Holding open days and events
- Hosting parents' meetings.

Practitioners at St. Michaels School House build firm relationships with all children, young people and their families and develop relationships with all individuals.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

7. Information sharing

'Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.'

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

Policy statement

Version 21
Updated 01.03.2020

School House recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we obliged to share information.

School House record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in our Privacy Notice that is given to parents at the point of registration The six principles state that personal data must be:

- Processed fairly, lawfully and in a transparent manner in relation to the data subject.
- Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
- Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
- Accurate and where necessary, kept up to date.
- Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.
- Processed in a way that ensures appropriate security of the persona data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

School house obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

- it is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.
- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. We also follow the guidance on information sharing from the Local Safeguarding Children Board.

- Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.

In our setting we ensure parents:

- Receive a copy of our Privacy Notice and information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
 - have information about our Safeguarding Children and Child Protection Policy; and
 - have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
-
- Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.
 - Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
 - Our managers seek advice if they need to share information without consent to disclose.
 - We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.

In our setting we:

- record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;
- record decisions made and the reasons why information will be shared and to whom; and

- follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.
- Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.
- Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will seek their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign our Registration Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We give parents copies of the forms they sign.
- We/consider the following questions when we assess the need to share:
 - Is there a legitimate purpose to us sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?
 - Is there a statutory duty or court order requiring us to share the information?
 - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
 - If the decision is to share, are we sharing the right information in the right way?
 - Have we properly recorded our decision?

- Consent must be freely given and *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of [our/my] service or it has been explained and agreed at the outset.
- Consent can be withdrawn at any time.
- We explain our Information Sharing Policy to parents.

Separated parents

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.

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

At St. Michaels School House we strive to work closely with all parents, we believe that by working together parents and practitioners can help a child or young person to achieve their full potential.

Parents are the people who know their children and young people best; hence they play a vital part in the care, education and well-being of said child or young person. Parents are asked to share information with School House when a child or young person initially joins the setting to support their care, learning and development and to aid transition.

For all children joining Pre-School a home visit will be undertaken by the School House Manager or Pre-School Supervisor along with the child's key person. This visit is used to discuss the individual needs and interests of the child and for the team to gather valuable information on the child's stage of learning and development.

It is very important to us that parents are fully involved with St. Michaels School House as far as is reasonably possible, we encourage this through;

- Having an open-door policy which allows parents unrestricted access to the setting which is of a positive impact on the child or young person

- Offering parents opportunity to spend time within the setting assisting in activities and sharing their skills with us
- Inviting parents for social occasions and family celebrations
- Active communication, through notice boards, newsletters, daily conversations, questionnaires, e-mail, web site and our closed group Facebook page
- Holding open days and events
- Hosting parents' meetings.

Practitioners at St. Michaels School House build firm relationships with all children, young people and their families and develop relationships with all individuals.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

8. Behaviour Management

We believe that all children, young people and adults flourish best in an orderly environment, in which everyone knows what is expected of them and all are aware of their goals and boundaries. All children and young people should be free to develop their play and learning without fear of being hurt or hindered by anyone else.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions

We aim to work towards an environment in which children and young people can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement, this is by;

- Having clear boundaries covering the conduct of the group and behaviour of the children and young people, these are discussed and produced by the children and young people

working in conjunction with the practitioners and are re-visited and reviewed on a regular basis

- All adults, children and young people have a responsibility for ensuring that the boundaries are applied consistently, this is to ensure that the children and young people have security of knowing what is expected of them and can build useful habits of behaviour
- All practitioners provide positive role models with regard friendliness, care and courtesy
- Practitioners praise and endorse positive behaviour, such as kindness and willingness to share and cooperate
- Positive steps are taken to avoid situations where children and young people receive adult attention only in return for unacceptable behaviour.

Procedures

In order to manage children's behaviour in an appropriate way School house will:

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;

Stepped approach

Step 1

- School House will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- School House will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- School House will undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied. (A useful guide to assessing the well-being of children can be found at www.kindengezin.be/img/sics-ziko-manual.pdf)
- ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

Step 2

- School House address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remains a concern, then the key person and SENCO should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting, then key person and SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the key person and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Common Assessment Framework (CAF) process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also

include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy It may also be agreed that the child should be referred for an Education, Health and Care assessment.

- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Initial intervention approach

- School House use an initial problem solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- High Scope's Conflict Resolution process provides this type of approach but equally any other similar method would be suitable. Periodically the effectiveness of the approach will be checked.

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where School House have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows all the members of staff to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- School House follow the ABC method which uses key observations to identify
 - a) an event or activity that occurred immediately before a particular behaviour,
 - b) what behaviour was observed and recorded at the time of the incident, and
 - c) what the consequences were following the behaviour.

Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary, children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property'(EYFS).
- If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened.

Challenging Behaviour/Aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.

- The designated person will contact children's social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused.
- Safeguarding officer will make a written record of the incident, which is kept in the child's file; in line with the *Safeguarding children, young people and vulnerable adults*' policy.
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The Safeguarding officer and key worker should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to be a reflection of the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image,

self-esteem and may adversely affect their long term behaviour. This label can stick with the child for the rest of their life.

Challenging unwanted behaviour from adults in the setting

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained, and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

Safeguarding

At St. Michaels School House we recognise the importance of Safeguarding children and young people and work under the guidance and legislation of the Local safeguarding Children Board and The Prevent Duty. We are fully committed to the safeguarding and welfare of all children and young people attending St. Michaels School House.

St. Michaels School House appointed person with overall responsibility for safeguarding and promoting welfare is School House manager and Beckie Newman. All St. Michaels School House practitioners are made fully aware of their individual responsibilities and are informed of any relevant issues which may impact on their area of responsibility.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We understand how to identify children who may be in need of early help, how to access services for them
- We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children's social work services
- We understand that we should refer any child who may be at risk of significant harm to local authority children's social work services.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.

- We prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.
- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
- All staff completes online Channel training, online Prevent training and attends local safeguarding training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty to report cases of Female Genital Mutilation to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children's social work service and/or police.

- We refer concerns about children's welfare to the local authority children's social care team and co-operate fully in any subsequent investigation. In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board
- We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age appropriate way, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- All staff know that they can contact the NSPCC whistleblowing helpline if they feel that or organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.
- We have a whistleblowing policy in place.
- St. Michaels School House Board of Directors would be informed of any child or young person within our care with whom we have concerns about and where further action is to be taken. St. Michaels School House has a fully completed LSCB section 11 audit which is reviewed and updated annually

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such

as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:

- listens to the child, offers reassurance and gives assurance that she or he will take action;
- does not question the child, although it is OK to ask questions for the purposes of clarification;
- makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the safeguarding folder, which is kept securely and confidentially.
- The member of staff acting as the designated person is informed of the issue at the earliest opportunity, and always within one working day.
- Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

Making a referral to the local authority children's social care team

- *Safeguarding Children* (Pre-school Learning Alliance 2013) contains procedures to help in making a referral to the local children's social care team, as well as template forms for recording concerns and to assist with making a referral.
- We keep a copy of this document alongside the procedures for recording and reporting set down by our Local Safeguarding Children Board, which we follow where local procedures differ from those of the Early Years Alliance.

Informing parents

- Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at

risk, or may interfere with the course of a police investigation, or may unduly delay the referral, or unless it is otherwise unreasonable to seek consent. Advice will be sought from social care, or in some circumstances police, where necessary.

- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the procedures of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should consider seeking advice from children's social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

Liaison with other agencies and multi-agency working

- We work within the Local Safeguarding Children Board/Local Safeguarding Partners guidelines.
- The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues and concerns about children's welfare, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

Allegations against staff and persons in position of trust

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.
- We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
 - inappropriate sexual comments;
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images
- We will recognise and respond to allegations that a person who works with children has:
 - behaved in a way that has harmed a child, or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to a senior manager within the organisation and the Local Authority Designated Officer (LADO) as necessary to investigate and/or offer advice:

01344-352005

-
- We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this.
 - We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.

- Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process. Where it is appropriate and practical and agreed with LADO, we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

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

Training

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals. Training opportunities should also cover extra familial threats such as online risks, radicalisation and grooming, and how to identify and respond to families who may be in need of early help, and organisational safeguarding procedures.
- Designated persons receive appropriate training, as recommended by the Local Safeguarding Children Board, every three years and refresh their knowledge and skills at least annually.

- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

Curriculum

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

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board and in line with the GDPR, Data Protection Act 2018, and Working Together 2018.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.

- We follow the Child Protection Plan as set by the child's social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- We will engage with any child in need plan or early help plan as agreed.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the Local Safeguarding Children Board

9.1 The Protection of Children and Young People.

All practitioners of St. Michaels School House are committed to the wellbeing and protection of all children and young people attending the setting.

St. Michaels School House designated Child Protection Liaison Officer is Agata Payne, who has overall responsibility for child protection and ensures all practitioners are aware of their role and responsibilities with regard to child protection.

St. Michaels School House follows advice and procedures laid down by Berkshire Local Safeguarding Children's Board. All procedures and updates are available online.

If practitioners of St. Michaels School House become suspicious that a child or young person maybe the subject of abuse or have concerns about physical changes in a child or young person's presentation, they must immediately discuss this with the School House Manager, who will then make the decision of what further action needs to be taken considering also the School House Safeguarding policy and procedure.

Procedure

- ✓ Practitioners to keep written observations and records of evidence and conversations, a Safeguarding Incident Record sheet to be completed and body maps to be completed if relevant
- ✓ The LADO (Local Authority Designated Officer) can be on 01344-352005
- ✓ Practitioners record any injuries children or young people have on arrival at the setting on an Injury on Arrival Form and Body map if relevant. Parents are advised this has been recorded and are asked to provide any additional comments
- ✓ Any worries or concerns will be discussed with the parents by the School House Manager, except in cases of suspected sexual abuse or where it could put a child or young person at risk of immediate serious harm, or evidence being lost or stolen. All discussions are fully recorded using a Record of Discussion Form
- ✓ In any case of an allegation against a practitioner the Local Safeguarding Children's Board procedures would be followed
- ✓ Confidentiality will be kept at all times.

All Practitioners of St. Michaels School House and any volunteers, students or people left unsupervised with children or young people are subject to a Disclosure and Barring System check prior to working with the children or young people. Practitioners are required to inform the School House Manager of any personal changes which could affect their DBS as and when these changes occur. DBS checks will be renewed every 3 years.

Practitioners have a vested interest in protecting themselves and should not put themselves in vulnerable situations and should not work on a closed away one to one with a child or young person.

All practitioners receive appropriate Child Protection training and are sensitive to the signs and symptoms of abuse.

As an on-going practise St. Michaels School House will where appropriate, teach all children and young people personal safety skills which would be carefully matched to their level of development and understanding.

If a child or young person becomes distressed or unhappy being cared for by a particular practitioner, the matter will be fully investigated by the School House Manager and outcomes recorded. Should the investigation involve the School House Manager the Board of Directors will take on the investigation. The parents of any particular child or young person will be contacted at the initial stage of the investigation in order to reach a resolution. Practitioner schedules will be altered during any investigation to ensure the child or young person's welfare remains paramount. If the internal investigation is inconclusive outside agencies will be used to seek further advice.

If a child or young person makes an allegation against a practitioner, all procedures will be followed as detailed in the School House Personnel Policies and procedures.

St. Michaels School House has an obligation to ensure the welfare of all children and young people and will report any signs or symptoms of suspected or potential abuse to Children's Social Care

All practitioners appointed as part of St. Michaels School House team are recruited following our recruitment and selection procedure (this is detailed in the School House Personnel policies and procedures) which includes having all references and employment history checked and verified, a DBS check, a comprehensive induction and training programme and are made aware of their responsibility to safeguard themselves as well as the children and young people. All practitioners give consent to have all personal details checked accordingly on a regular basis.

9.2 Intimate Care

Introduction There are times when a child may require a change of clothes whilst at school. The purpose of this policy is to provide clear guidelines and procedures for providing the intimate care of all children, including procedures for staff changing or supporting the changing of children in these circumstances. These guidelines and procedures apply to changing a child in a range of circumstances, for example:

- When a child has wet or soiled themselves due to having not reached continence as part of a specific medical condition or global developmental delay
- When a child has been vomited on or is wet or soiled themselves
- When a child has become dirty or wet from involvement in play activities, for example; painting or water play
- When a child requires support and assistance changing for physical activities. These guidelines are designed to promote good practice and safeguard children and practitioners. These apply to everyone involved with the intimate care of children within School house

Aims:

- To include all young children in activities regardless of their ability to manage their own personal care.
- To safeguard the rights and promote the welfare of children
- To provide guidance and reassurance to staff whose role includes intimate care
- To assure parents that staff are knowledgeable about personal care and that their individual concerns are taken into consideration.
- That no child is discriminated against. Definition of Intimate Care: 'Care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demands direct or indirect contact with, or exposure of, the sexual parts of the body' Intimate care tasks specifically identified as relevant include:
 - dressing and undressing (underwear)
 - helping someone use a toilet
 - cleaning / wiping / washing intimate parts of the body.
- application of medical treatment, other than to arms, face and legs below the knee Definition of Personal Care: 'Although it may involve touching another person, it is less intimate and usually has the function of helping with personal presentation' Personal care tasks specifically identified as relevant include:
 - feeding
 - administering oral medication
 - hair care
 - dressing and undressing (clothing)
 - washing non-intimate body parts

- prompting to go to the toilet.

Children's intimate care needs cannot be seen in isolation, or separated from other aspects of their lives. Encouraging them to participate in their own intimate or personal care should therefore be part of a general approach towards facilitating participation in daily life. All children have the right to be safe and to be treated with dignity and respect. Staff involved with intimate care of pupils need to be sensitive to individual needs. Staff also need to be aware that some adults may use intimate care, as an opportunity to abuse children. It is important to bear in mind that some care tasks / treatments can be open to misinterpretation. Toilet Training: Starting at Bickley Park staff are understanding of the challenging time for both children and their parents in a new setting. It is a time of growth and very rapid developmental change for all children. As with all developmental milestones in the Early Years Foundation Stage (EYFS), there is wide variation in the time span in which children master the skills involved in being fully toilet trained. We understand that children may enter the setting as being;

- fully toilet trained
- fully toilet trained but regressed a little due to the excitement or stress of starting at the setting
- fully toilet trained at home but have accidents in the setting, or vice versa
- nearly trained but needing some reminders and encouragement
- not toilet trained but respond well to a structured toilet training process (Staff will work with parents to arrange this ensuring that there is consistency between home and school).
- fully toilet trained but has a serious disability or learning difficulty
- in need of additional support due to development delays.
- SEND and require help with some or all aspects of their personal care.

Requirements necessary whilst changing children; The provision of;

- hot running water and soap (antibacterial where possible)
- toilet roll
- paper towels
- disposable gloves
- nappy bags/sacks
- a supply of spare underwear, clothing and wipes Checks will be made beforehand to ensure that there are suitable facilities for intimate care available on school trips, timetabled school activities and clubs where this will be necessary.

9.3 Immobile infants

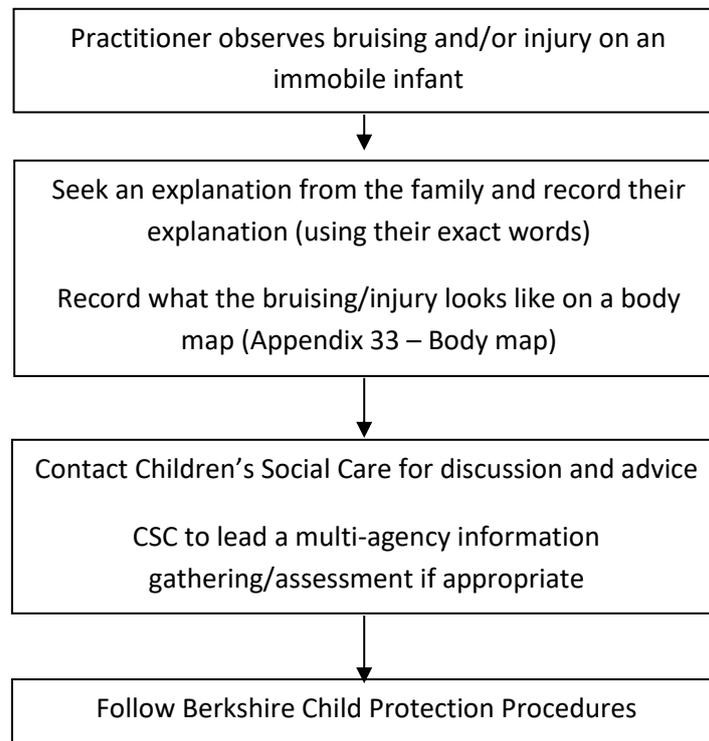
Accidental bruising and/or injury on immobile infants is rare, therefore should any School House practitioner observe these injuries further investigation will always be taken.

Children's social care we be consulted immediately. They can be contacted on 01344 352020

This is relevant not only for those children and young people attending St. Michaels School House but for any child or young person who the School House practitioners come into contact with. This may include siblings, child-minder charges and those visiting the setting.

All observations and notes will be fully recorded in line with the School House Safeguarding and Record Keeping policies and procedures.

St. Michaels School House will follow the Multi-Professional Bruising Protocol for Immobile Infants as laid down by the LSCB, which is as follows;



9.4 Prevent Duty

The Prevent Duty Policy From the 1 st July 2015 all registered early years childcare providers are subject to a duty under section 26 of the counter. Terrorism and security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism" This Duty is known as the prevent duty. Radicalisation is the process by which a person comes to support terrorism and forms

of extremism. Protecting children from the risk of radicalisation is part of our wider safeguarding duties.

During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalized. Any person can be susceptible to an extremist ideology in many different ways and settings. Background factors combined with specific influences eg, family, friends or online may contribute to vulnerability. People may have specific needs which appear to be met by joining a terrorist or extremist organization.

The internet and social media has become a major factor in the radicalization of young people. Extremism is a vocal or active opposition to fundamental British values (see Promoting British values policy). As with other safeguarding risks staff should be alert to changes in children's behaviour which could indicate they are in need of help or protection.

Channel is a programme which focuses on providing support to people who are identified as being vulnerable to being drawn into terrorism. If you suspect a child or adult is vulnerable in this manner you must discuss this with the D.S.L (Designated safeguard lead). You can also contact the local police or dial 101 (non emergency number). The department of education has a dedicated telephone helpline (0207 340 7264). If it is felt to be necessary, a referral will be made to the channel programme

9.5 Online safety

Policy statement

We take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

Procedures

- Our designated person Agi Payne responsible for co-ordinating action taken to protect children is:

Information Communication Technology (ICT) equipment

- Only ICT equipment belonging to the setting is used by staff and children
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection installed.

Internet access

- Children do not normally have access to the internet and never have unsupervised access.

- If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents who are shown this policy.
- The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- Children are taught the following stay safe principles in an age appropriate way prior to using the internet;
 - only go on line with a grown up
 - be kind on line
 - keep information about me safely
 - only press buttons on the internet to things I understand
 - tell a grown up if something makes me unhappy on the internet
- Designated persons will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
- If a second-hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
- All computers for use by children are located in an area clearly visible to staff.
- Children are not allowed to access social networking sites.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.
- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at www.ceop.police.uk.
- The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
- If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or www.childline.org.uk.

Email

- Children are not permitted to use email in the setting. Parents are not normally permitted to use setting equipment to access personal emails.

- Staff do not access personal or work email whilst supervising children.

Mobile phones – children

- Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in the office until the parent collects them at the end of the session.

Mobile phones Smart Watches General – staff and visitors

In School House we believe our staff should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education. To ensure the safety and well-being of children, we do not allow the use of mobile phones and smart watches during working hours. We use mobile phones supplied by the nursery to provide a means of contact in certain circumstances, such as outings. We require our staff to be responsible and professional in their use of mobile phones and smart watches. We ask parents and visitors to also respect and adhere to our policy. Arrangements Staff must adhere to the following:

- Mobile phones/smart watches can only be used on a designated break and then this must be away from the children, in the staff room or off the premises
 - Mobile phones should be stored safely in staff room at all times during the hours of your working day.
 - In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager
 - During outings, staff will use mobile phones belonging to the nursery wherever possible. No photographs should be taken of the children on any phones or any other information storage device, either personal or nursery-owned.
 - If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.
 - Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.

Cameras and videos

- Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.

- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children.
- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.

Social media

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct.
- In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.
- Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

Use and/or distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed

Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague's or others' behaviour are reported as above

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

10. Confidentiality and access to records

In our setting, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).

Confidentiality procedures

- Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- We always check whether parents regard the information they share with us to be confidential or not.

- Some parents may share information about themselves with other parents as well as with our staff; we cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy and Privacy Notice) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our Children's Records Policy and Privacy Notice).
- Information is kept in a manual file Our staff may also use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept.
- Where it is helpful to keep an electronic copy, we download it onto a disc, labelled with the child's name and kept securely in the child's file.
- Our staff discuss children's general progress and well being together in meetings, but more sensitive information is restricted to our manager and the child's key person, and is shared with other staff on a need to know basis.
- We do not discuss children with [staff who are not involved in the child's care, nor with] other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual us; our practitioners and managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

Client access to records procedures

Parents may request access to any confidential records we hold on their child and family following the procedure below:

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to manager.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows one month for the file to be made ready and available. We be able to extend this by a further two months where requests are complex or numerous. If this is the case, We will inform you within one month of the receipt of the request and explain why the extension is necessary
- A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.
- Our manager goes through the file with the directors and make sure that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.
- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to [our manager/me] giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc. we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member

and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.

- When we have received all the consents/refusals the manager takes a photocopy of the complete file. On the copy of the file, the manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by the manager and legal advisors to verify that the file has been prepared appropriately.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- We photocopy the 'clean copy' again and collate it for the parent to see.
- The manager informs the parent that the file is now ready and invite[s] him/ her to make an appointment to view it.
- The manager and the Directors meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaint's procedure.
- The law requires that the information we hold must be held for a legitimate reason and must be accurate. If a parent says that the information, we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right

not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.

- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed, and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

Telephone advice regarding general queries may be made to The Information Commissioner's Office Helpline 0303 123 1113.

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

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

11. Uncollected child

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

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

Procedures

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. Our contact telephone number is 01344869340

In the event of a child or young person not being collected from St. Michaels School House the following procedure will be implemented;

- 10 minutes after the session end time all contact telephone numbers off the Child Record Form will be called, including any emergency contacts
- We will continue to call these number for the next half an hour
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- If we are unable to make contact with a suitable adult within this time we will then contact Children's Social Care (01344 352020) (Appendix 5 – Contact information). They will be asked to take responsibility for the child or young person

- A notice will be displayed at School House giving information on the action which has been taken
- Any costs incurred will be liable to the parents; two School House practitioners will remain with the child or young person at all times whilst they are in the care of or remain on the premises of St. Michaels School House.
- The child stays at the setting in the care of two of our fully-vetted workers, one of whom will be our manager or deputy manager until the child is safely collected either by the parents or by a social care worker, or by another person specified by social care
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.
- Ofsted may be informed:

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

12. Non Attending child

In the case where a child or young person has been registered and has attended St. Michaels School House, however after a period of time and for no apparent reason fails to turn up when booked in and no contact has been made by the parents to inform of the absence, the School House Manager will make every attempt to establish why the child or young person has not attended this is not only for our own records but to determine the child or young person's safety.

This would include;

4. Trying to make contact with the parents through telephone, letter and/or E-mail
5. Trying to contact any other contacts as given on the Child Record Form (Appendix 9 – Child Record Form)
6. Investigating other sources of information

7. Visit the family at their given home address

If the School House Manager is still unable to establish why a child or young person has stopped attending contact will be made and all details given to Children's Social Care, Karen Frost and CAF Co-ordinator (Appendix 5 – Contact Details). Advice on further action will be taken and an official referral made.

All details of actions and any documentation will be fully completed by the School House Manager.

We ask parents to inform us if their child or young person is unable to attend a booked session for any reason. This is so we can monitor absences, ensure individual safety and to prevent the spread of infection due to illness. A log of absences (Appendix 10 – Absence log) is maintained on a daily basis by the School House Manager.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

13. Lost child or young person

Policy statement

Children's safety is our highest priority, both on and off the premises. Every attempt is made, through the implementation of our outings procedure and our exit/entrance procedure, to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing, the relevant member of staff alerts our setting manager.
- The register is checked to make sure no other child has also gone astray.

- Our manager will carry out a thorough search of the building and garden.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, our manager calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.
- The parent(s) are then called and informed.
- A recent photo and a note of what the child is wearing is given to the police.
- Our manager talks to our staff to find out when and where the child was last seen and records this.
- Our manager contacts our directors and reports the incident. Our directors comes to the provision immediately to carry out an investigation, with our manager

Child going missing on an outing

- As soon as it is noticed that a child is missing, the staff members on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray.
- One staff member searches the immediate vicinity but does not search beyond that.
- Our senior staff member on the outing contacts the police and reports that child as missing.
- Our manager contacts the parent(s).
- Our staff take the remaining children back to the setting as soon as possible.
- According to the advice of the police, a senior member of staff, or our manager where applicable, should remain at the site where the child went missing and wait for the police to arrive.
- A recent photo and a description of what the child is wearing is given to the police.
- Our manager contacts our directors and reports the incident. Our directors comes to our premises immediately to carry out an investigation,
- Our staff keep calm and do not let the other children become anxious or worried.

The investigation

- Ofsted are informed as soon as possible and kept up-to-date with the investigation.
- Our director, carries out a full investigation, taking written statements from all our staff and volunteers who were present.

- Our manager, together with representative of our management team speaks with the parent(s) and explains the process of the investigation.
- The parent(s) may also raise a complaint with us or Ofsted.
- Each member of staff present writes an incident report detailing:
 - The date and time of the incident.
 - Where the child went missing from e.g. the setting or an outing venue.
 - Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
 - When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
 - What has taken place in the premises or on the outing since the child went missing.
 - The report is counter-signed by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- Our staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- They may be the understandable target of parental anger and they may be afraid. Our manager ensures that any staff under investigation are not only fairly treated, but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame our staff and may single out one staff member over others; they may direct their anger at our manager. When dealing with a distraught and angry parent, there should always be two members of staff

one of whom is our manager and the other should be our [chair or another representative of the management committee, director or owner]. No matter how understandable the parent's anger may be, aggression or threats against our staff are not tolerated, and the police should be called.

- The other children are also sensitive to what is going on around them. They too may be worried. Our remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly, but also reassure them.
- In accordance with the severity of the final outcome, our staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. Our directors will use their discretion to decide what action to take.
- Our staff must not discuss any missing child incident with the press without taking advice.

14. Fees

All fees are payable in advance, if a child or young person is absent for any reason the full fees are still payable. These absences include INSET days for respective schools (Other than School House) as the space will still be open for them to attend should you wish.

Pre-School fees are £18 per session for those children under 3 and £16.50 per session for children 3+. Children are eligible for Early Years Grant Funding the term after their third birthday, cut off dates apply these can be checked with the School House Manager. Parents can claim up to 30 hours a week for their child.

Lunch club at preschool is charged at £3.50 per day. If a space is booked for a child, the fee still applies regardless of if they use it or not. The space will be kept open for your child until notice given, therefore fees will still apply until the end of the notice period.

Half a terms notice (in writing) period is required to terminate a place at St. Michaels School House, during which time all fees are payable in full. We are unable to terminate a place until notice has been received, fees will be incurred during this period.

Fees can be paid by cheque, made payable to St. Michaels Childcare Trust LTD, cash, bank transfer, card or childcare vouchers, please confirm with the School House Manager if you are paying by vouchers. Receipts of payments can be issued on request.

The School House Manager and finance officer are responsible for the collection of all fees. All fees are payable by the half term at which point any outstanding fees will be sought through a reminder in writing with a request for payment on return. Failure to pay will result in detail being passed onto the Finance officer and Board of Directors a child or young person's place at St. Michaels School

House can be terminated by the Board of Directors should fees remain unpaid and legal proceedings will be implemented.

If for any reason a parent is rendered unable to pay their fees on time they must inform the School House Manager or finance officer and a payment agreement can be discussed, this will take into account individual needs and circumstances.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

15. Late collection fees

If for any reason you are unable to collect your child or young person as per the agreed time please contact School House to inform the practitioners and so your child or young person can be reassured.

Failure to collect your child or young person at the stipulated end of session time will result in the following fees being payable;

Five minutes after the stipulated end of session time a charge of 20.00 per fifteen minutes is incurred.

Any child or young person still not collected after one hour, the fee will increase to £30.00 per fifteen minutes.

All late collection fees are payable in full within a week of the fee being incurred. Failure to pay could result in a child or young person's place at School House being terminated.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager

Signed by director

15. Late collection fees

If for any reason you are unable to collect your child or young person as per the agreed time please contact School House to inform the practitioners and so your child or young person can be reassured.

Failure to collect your child or young person at the stipulated end of session time will result in the following fees being payable;

Five minutes after the stipulated end of session time a charge of 20.00 per fifteen minutes is incurred.

Any child or young person still not collected after one hour, the fee will increase to £30.00 per fifteen minutes.

All late collection fees are payable in full within a week of the fee being incurred. Failure to pay could result in a child or young person's place at School House being terminated.

This policy was adopted by

(name of provider)

On

(date)

Date to be reviewed

(date)

Signed by Manager

Name of Manager

Signed by director

17. Severe weather

In the event of severe weather conditions, we will decide on any closures of St. Michaels School House by 8.30am, this decision would depend on the safety of the site and the number of practitioners who can safely make it on site to supervise the children and young people.

Information will be available through Heart 102.9fm, the School House Facebook page and notices displayed on the main entrance if this is possible.

If severe weather occurs, you should ensure St. Michaels School House is open before leaving your child or young person on site.

Should severe weather take hold or School House are informed of imminent severe weather changes all children and young people will be kept indoors, parents will be contacted and asked to collect their children or young people immediately or by a revised end of session time.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

18. Nappy changing

Policy statement

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures

- Our key persons will change nappies where necessary.

- Our key persons undertake changing children in their key groups; back up key persons change them if the key person is absent
- Babies and young children are changed within sight of other staff whilst maintaining their dignity and privacy at all times.
- Our changing area with a safe area to lay children and no bright lights shining down in their eyes.
- Each child has their own peg to hand with their nappies or pull ups and changing wipes
- Our staff put on gloves before changing starts and the areas are prepared.
- All our staff are familiar with our hygiene procedures and carry these out when changing nappies
- Our staff never turn their back on a child or leave them unattended whilst they are on the changing mat.
- We are gentle when changing; we avoid pulling faces and making negative comments about 'nappy contents'.
- We do not make inappropriate comments about children's genitals when changing their nappies.
- In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children.
- We encourage children to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- We encourage children to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- We dispose of nappies and pull ups hygienically. Any soil (faeces) in the nappy or pull up is bagged and put in the bin.
- We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect and will be a disciplinary matter.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed

_____ (date)

Signed by Manager

Name of Manager

Signed by director

19. Food and drink

All St. Michaels School House practitioners hold current Food Hygiene certificates at all times and all practitioners work within current, relevant guidance and regulations, with update training being provided every three years.

School House is registered as a food provider with the local authority Environmental Health Department.

St. Michaels School House promotes healthy eating.

St. Michaels School House has no facilities for storing children and young people's packed lunches in a fridge, therefore parents must provide suitable lunch boxes with adequate ice packs. All lunch boxes must be stored on the trolley outside.

Snack times play an important part in the social side of School House and practitioners share this experience with the children and young people, this also helps to reinforce children and young people's understanding of healthy eating.

During snack time practitioners will ensure;

- All our staff who are involved in the preparation and handling of food have received training in food hygiene.
- All surfaces used for preparing and serving food are clean and safe to do so
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Food preparation areas are cleaned before and after use.
- There are separate facilities for hand-washing and for washing-up.
- All practitioners, children and young people will clean their hands prior to handling any food or drink
- Children and young people's medical and personal dietary requirements are respected

- Milk and water are provided to drink
- Fresh drinking water is always available at all times in the kitchen area
- Fresh fruit is offered at snack times
- Practitioners sit with the children and young people during snack, break and lunch times
- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand-washing and simple hygiene rules;
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment, such as blenders etc.

All foods and drinks which are provided by St. Michaels School House are stored and served accordingly and are deemed as low risk foods, all fridge temperatures are checked and recorded twice daily. No foods are re-heated after previously being cooked and cooled.

Reporting of food poisoning

Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.

- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within our setting, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.
- We notify Ofsted as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and always within 14 days of the incident.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

20. Sun protection

During sunny/hotter weather please ensure your child or young person has a named sun hat to be worn outside at all times which we require is kept on site. Children and young people must have had a sunscreen of at least factor 50spf applied prior to the start of their session.

All parents are asked to give their consent for practitioners of St. Michaels School House to apply sunscreen to your child or young person should this be necessary; it will be applied to all exposed areas of skin. We keep a specialist sunscreen dispenser on the kitchen wall at all times which will be used as and when required, this is replaced annually to ensure it maintains its SPF/UV protection properties.

Should any child or young person have a skin complaint which requires them to have specific sunscreen protection this needs to be supplied by the parents and it is to be kept on the School House site at all times. These lotions will be stored in the first aid cupboard.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

21. Administering medicines

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness. We ensure that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements.

In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, especially a baby/child under two, it is advised that the parent keeps the child at home for

the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect.

Our staff are responsible for the correct administration of medication to children for whom they are the key person includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the manager is responsible for the overseeing of administering medication

All practitioners are paediatric first aid trained, and update training is provided every three years. Practitioners are responsible for ensuring their knowledge, understanding and skills are up to date and in line with current legislation

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- We' ll not administer medication when it has been prescribed for a child by a doctor (or other medically qualified person). It must be in-date and prescribed for the current condition.
- Non-prescription medication, such as pain or fever relief (e.g. Calpol) and teething gel, may be administered, but only with prior written consent of the parent and only when there is a health reason to do so, such as a high temperature. Children under the age of 16 years are never given medicines containing aspirin unless prescribed specifically for that child by a doctor. The administering of un-prescribed medication is recorded in the same way as any other medication.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children. On receiving the medication, the member of staff checks that it is in date and prescribed specifically for the current condition.
- Parents must give prior written permission for the administration of medication. The staff member receiving the medication will ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - the full name of child and date of birth
 - the name of medication
 - who prescribed it
 - the dosage and times to be given in the setting

- how the medication should be stored and its expiry date
- the signature of the parent, their printed name and the date
- If the administration of prescribed medication requires medical knowledge, we obtain individual training for the relevant member of staff by a health professional.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

Storage of medicines

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

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

- We carry out a risk assessment for each child with a long-term medical condition that requires on-going medication. This is the responsibility of our manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.

- The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.
- An individual health plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other adults who care for the child.
- The individual health plan should include the measures to be taken in an emergency.
- We review the individual health plan every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the individual health plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- If children are going on outings, the key person for the child will accompany the children with a risk assessment, or another member of staff/childminder who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, the original pharmacist's label and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above. For medication dispensed by a hospital pharmacy, where the child's details are not on the dispensing label, we will record the circumstances of the event and hospital instructions as relayed by the parents.
- On returning to the setting the card is stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
- This procedure should be read alongside the outings procedure.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager

Signed by director

22. Major accidents

A major accident is defined as;

- Suspected fracture
- Broken bones
- Burns
- Concussion
- Any injury practitioners feel needs expert opinion

In the event of any of the above occurring practitioners of St. Michaels School House will;

- Apply first aid as suitable
- Call an ambulance if necessary, if an ambulance is not necessary parents or carers will be contacted to take they child to the nearest A&E
- Parents will be contacted to advise them of the situation, and of what steps are being taken
- If the child or young person is being taken by ambulance and the parent has not arrived by the time the ambulance is leaving a practitioner or member of staff will go in the ambulance with the child or young person, taking with them the Child Record Form (Appendix 9 – Child Record Form), which includes details and consent for emergency treatment
- The practitioner or member of staff with remain will the child or young person until parents arrive
- A full accident report will be completed as soon as possible on an Accident Record which will need signing by a parent as soon as possible
- A RIDDOR report must be completed and sent to B.F.B.C environmental health

This policy was adopted by

(name of provider)

On

(date)

Date to be reviewed

(date)

Signed by Manager

Name of Manager

Signed by director

23. Sickness and Infection control

St. Michaels School House ask that children and young people are not sent to School House if they are unwell or displaying signs of illness as this can be distressing for the child or young person and can contribute to the spread of infection.

All illnesses have an infectious period during which time the children or young people must remain away from St. Michaels School House, please refer to the infectious illness displayed on the parent's notice board and adhere to this to minimise the spread of infection. Further advice can be sought from the practitioners.

We ask you to inform us of any infectious illnesses your child or young person has so that we can inform other parents who can be made aware of signs and symptoms to look for in their own children and young people, a health advise notice will be displayed on the back door, confidentiality will remain at all times.

If a child or young person has sickness or diarrhoea, they must be kept away from St. Michaels School House for a period of 48 hours after their last symptom.

Records of absences are maintained by the setting to help monitor the spread of infection and to help in safeguarding all children and young people.

INFECTION CONTROL

St. Michaels School House manages infection control by implementing the following good hygiene practices;

HANDWASHING – hand washing is one of the most important ways of controlling the spread of infections, especially those which cause diarrhoea and vomiting and respiratory disease. The recommended hand washing method is to use liquid soap, warm running water and paper towels. Practitioners must always and ensure children and young people always wash hands after using the toilet, before eating or handling food and after handling animals. Any cuts and/or abrasions must be covered with waterproof dressings

COUGHING & SNEEZING – Coughing and sneezing easily spread infections. Adults encourage children and young people to cover their mouths and nose with a disposable tissue, washing hands after disposing of tissue, ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

PERSONAL PROTECTIVE EQUIPMENT (PPE) – Disposable non-powdered latex free gloves and disposable aprons must be worn where there is a risk of splashing or contamination from blood or bodily fluids

CLEANING - Cleaning of the environment and equipment is frequent and follows national guidance. Colour coded equipment is used and COSHH guidelines followed

CLEANING OF BLOOD AND BODILY FLUIDS – All spillages of blood, saliva, vomit, faeces and discharges must be cleaned up immediately. When these spillages occur they are cleaned up using a

combined detergent and disinfectant, as per manufacturer's instructions. Mops are never used to clean up blood and/or bodily fluid spillages, disposable towels are used and disposed of through clinical waste disposal. Bodily fluid kits are available for use

CLINICAL WASTE – Clinical waste is segregated from domestic waste and is then removed weekly from the premises by Canon hygiene registered waste contractor. Clinical waste is stored in a dedicated space whilst awaiting collection

ANIMALS – Any animals kept or visiting School House must have clean dedicated living areas away from food areas. Children and young people are never to be left unsupervised with animals and hands must be washed after all contact with animals

OPEN WOUNDS and ABRASIONS

All cuts , open wounds and abrasions on the skin should be covered at all times to limit the risk of cross infection

VULNERABLE CHILDREN AND YOUNG PEOPLE – Some medical conditions make children and young people vulnerable to infections these include those being treated for leukaemia or other cancers, on high doses of steroids and with conditions which seriously reduce immunity. Parents must inform the School House Manager if their child is vulnerable at time of registration. These children are more susceptible to chickenpox, measles and parvovirus, if we are made aware of any of these illnesses' parents would be immediately informed and further medical advice sought

A child or young person's immunisation status is checked by St Michaels School House at point of registration, we would encourage parents to ensure their child or young person has had all available immunisations.

St Michael's school house do follow NHS and/or Department of Health guide lines, but if in any doubt we will ask parents to provide us with a note from their GP

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

24 Needle stick

If needle stick should occur through administration of an epi-pen or other accidental penetration, the individual concerned will need to go straight to the nearest hospital for blood tests.

There after medical advice should be followed in relation to the ability to continue functioning normal duties and timescales for results.

Any such occurrence will warrant completion of a RIDDOR form (Appendix 26 – RIDDOR proforma) and will need reporting to B.F.B.C environmental health.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

25. Equipment

St. Michaels School House ensures that all equipment used is safe, well maintained and age appropriate.

All equipment is checked during routine risk assessments and on a daily basis, any equipment found to be damaged or broken is removed and either repaired if safe to do so or disposed of.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

26. Broadmoor

In the event of a Broadmoor alert or similar emergency, the building will be secured and a register of all children, young people and practitioners taken.

We are now registered with Thames Valley Alert (TVA) system. This means that we will get an immediate message on our mobile phone and a voice mail on our land line.

St. Michaels School House would continue to operate as normal unless advised otherwise by the police or another official body.

If St. Michaels School House had to close parents would be contacted to collect their child or young people, practitioners will remain with the children and young people until they are all collected.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

27.Smoking, Drugs and Alcohol

Policy statement

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors.

Procedures

All staff, parents and volunteers are made aware of our No-smoking Policy.

No-smoking signs are displayed prominently.

The No-smoking Policy is stated in information for parents and staff.

Staff who smoke do not do so during working hours, unless on a scheduled break and off the premises.

Staff who smoke during working hours and travelling to and from work must not do so whilst wearing a setting uniform or must at least cover the uniform.

E-cigarettes are not permitted to be used on the premises.

Staff who smoke or use e-cigarettes during their scheduled breaks go to or well away from the premises.

Staff who smoke during their break make every effort to reduce the effects of odour and passive smoking for children and colleagues

Staff are made aware that failure to adhere to this policy and procedures may result in disciplinary action.

It is a criminal offence for employees to smoke in smoke-free areas, with a fixed penalty of £50 or prosecution and a fine of up to £200.

ALCOHOL

Practitioners, staff, students or volunteers who arrive at St. Michaels School House appear to be under the influence of alcohol will be asked to leave immediately and disciplinary procedures will follow.

If a child or young person is found in possession of alcohol it will be confiscated and parents will be informed at the end of the session.

Staff will make all reasonable efforts to ensure that a child does not travel in a vehicle driven by a person who appears to be under the influence of alcohol.

Details would be recorded as per the School House Safeguarding procedures.

DRUGS

Practitioners, staff, students or volunteers who arrive at St. Michaels School House and appear to be under the influence of illegal drugs will be asked to leave immediately and disciplinary procedures will follow.

If a practitioner or staff member is found in possession of illegal drugs they will be escorted from the premises and disciplinary action will follow. If a child or young person is found in possession of illegal

drugs they will be confiscated, police informed and parents contacted. Details would be recorded as per the School House Safeguarding procedures.

In cases where practitioners or staff are taking prescribed drugs that may affect their ability to function effectively at work the School House Manager must be informed as soon as possible and a risk assessment will be completed.

If a practitioner or member of staff has good reason to suspect that a parent is under the influence of alcohol or any other substances when they drop of or collect their child or young person they have a duty to inform the School House Manager.

In such circumstances the School House Manager will be responsible for deciding upon the appropriate course of action, ensuring that the safety and protection of the child or young person remains paramount at all times.

Where an illegal act is thought to have taken place the police will be called. St. Michaels School House Child protection and/or Safeguarding procedures will be implemented

This policy was adopted by _____ *(name of provider)*

On _____
(date)

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

28. Security

Procedures for Security of All Children Arriving or Leaving School House

Pre-School Sessions

1. Gates

- 1.1. All the entry points and exits to be checked by Manager and H&S Officer prior to children arriving.
2. **AM Arrival:**
 - 2.1. Two members of staff are to control the front gate to ensure children cannot leave premises at drop off time.
 - 2.2. A register is kept of children arriving.
 - 2.3. Once all parents have left premises – the gate is to be secured by these staff, by closing the gate and ensuring electronic lock is in operation.
 - 2.4. Siblings of attending pre-school children are not to be left unattended by parents in the garden unless strapped into a pushchair.
3. **During operating time:**
 - 3.1. If someone wishes to enter or leave the premises, then a member of staff will supervise the gate and be responsible for re-securing it (as 2.3 above).
4. **Departures: Lunch Time**
 - 4.1. Children staying all day will have lunch upstairs, supervised by staff.
 - 4.2. Those leaving will wait in the “let’s pretend room” supervised by staff.
 - 4.3. The register will be updated for children leaving the settings.
 - 4.4. One member of staff will supervise the front gate to ensure only authorized people can enter or leave.
 - 4.5. That member will make sure no children leave the premises unaccompanied by parent/guardian.
 - 4.6. Once all children have been collected the gate is secured (as 2.2 above).
5. **Lunch time arrivals:**
 - 5.1. Children arriving will be welcomed into the “let’s pretend room” supervised by staff.
 - 5.2. The front gate will be managed as at Lunch time.
6. **PM Pre-School Departure**
 - 6.1. Children will wait in the “let’s pretend room” supervised by staff.
 - 6.2. The register will be updated for children leaving the settings.
 - 6.3. One member of staff will supervise the front gate to ensure only authorized people can enter or leave.
 - 6.4. That member will make sure no children leave the premises unaccompanied by parent/guardian.
 - 6.5. Once all children have been collected the gate is secured (as 2.2 above).

- 6.6. After School Club Children are prevented from entering the building until all Pre-School Children have left the premises.

Practitioners of St. Michaels School House will only allow children and young people to leave with known individuals, this will be the parents/carers or other designated people whose names and details have been recorded on the Child Record Form prior. These known individuals must be over the age of 16, if a staff member is unsure proof of age may be asked for. In an emergency we ask that contact is made by the parents to School House to inform us of the person collecting the child or young person. If School House has not been made aware and an unauthorised person arrives to collect a child or young person practitioners will not allow the child or young person to leave until contact has been made with the parents to confirm the collection

After School Club Sessions

1. Permission

- 1.1. All children to be collected by St. Michael's ASC will have been confirmed in writing by the parent/carer.
- 1.2. School or parents will inform the ASC if a child has not attended school that day or has been collected earlier.

2. Arrival of ASC from Fox Hill or Wildridings Schools

- 2.1. Two members of staff escort ASC children from school and enters through front gate. Using key pad to unlock the gate.
- 2.2. One member of staff is responsible for ensuring gate is securely locked.
- 2.3. Other member of staff completes the head count **and register**.
- 2.4. One member of ASC staff will leave to join the ASC staff collecting children from St. Michel's Primary school (below). The other member of staff stays to supervise the ASC children.
- 2.5. After School Club Children wait either on the grassed area or under the canopy until all Pre-School Children have left the premises.

3. Arrival from St Michael's School

- 3.1. These children enter through back gate. The gate is not opened until ASC staff arrive on site.
- 3.2. The same member of staff who unlocks the gate is responsible for re-locking after children enter.
- 3.3. **Register**
- 3.4. After School Club Children wait either on the grassed area or under the canopy until all Pre-School Children have left the premises.

4. Registration

- 4.1. **A headcount is taken by ASC staff to ensure all are present according to the registers recorded at each of the three schools.**

5. Departure of ASC

- 5.1. Parents ring buzzer for entry.
- 5.2. One member of staff unlocks gate and ensuring gate is securely re-locked after parent enters.
- 5.3. This member of staff is responsible for escorting parent to the register and to hand over to another member of staff to collect their child.
- 5.4. The parent is re-escorted to front gate and member of staff unlocks gate for parent to leave and re-locks after checking gate is secure.

Collecting children from Fox Hill Primary School or Wildridings Primary School

6. Collection of Children from Fox Hill or Wildridings Schools

6.1. Fox Hill School only

6.1.1. children to attend the ASC are collected by Fox Hill School staff and brought to their school hall where the ASC staff are waiting.

6.2. Wildridings School only

6.2.1. children to attend the ASC are collected from individual classes.

6.3. Two members of ASC staff will collect the children.

6.4. ASC will check against a register to confirm all children are present.

6.5. If there is unexplained absence;

6.5.1. Fox Hill/Wildridings staff will check the child's class room.

6.5.2. If child cannot be found, parents will be contacted by Fox Hill/Wildridings School.

6.5.3. If it is not possible to determine the whereabouts of the child, ASC staff will work in partnership with Fox Hill/Wildridings School staff.

6.5.4. ASC will follow missing child policy.

6.6. All children will be given a high visibility vest which needs to be worn whilst walking from Fox Hill/Wildridings School to ASC.

6.7. Before leaving the schools grounds a head count is taken.

6.8. An additional headcount is taken when children enter the ASC.

6.9. ASC staff will carrier walkie-talkies and first aid kit.

6.10. Walkie-talkies batteries will be checked the night before, if needed the batteries will be changed

6.11. If a child has a minor accident or becomes unwell, first aid will be administered.

6.11.1. The group will wait and be supervised by the other member of staff.

6.11.2. Where possible children will be moved to a safer location e.g. away from the road until the child is ready to continue to ASC.

6.12. If major accident happens, ASC staff will phone the ambulance, administer the first aid and contact the setting and ask for assistance.

6.13. If major accident happens to a member of staff whilst walking, children will be asked to hold hands together.

6.13.1. If possible, they will move to a safe place away from the road.

6.13.2. ASC staff will phone the ambulance, administer the first aid and contact the setting and ask for assistance.

6.13.3. The setting will follow the procedures for major accident

6.13.4. The setting will send a member of staff to help and escort children back to the ASC, leaving one member of staff with the injured child

7. Walking to School House

7.1. Children will walk in pairs.

7.2. One adult will be at the back one at the front.

7.3. Children from KS1 will walk at the front of the walking train with an adult.

7.4. The walking train will use pavements.

7.5. No running, pushing or walking ahead of member of staff who is leading the walking train will be allowed.

7.6. When road needs to be crossed, first an adult will step into the road to ensure cars have stopped and children can cross the road safely.

Collecting children from St. Michael's Easthampstead Primary school

1. Collection of Children from St Michael's Primary School

- 1.1. Two members of ASC staff will collect the children.
- 1.2. KS1 children are collected by ASC staff from individual classes, checked with register and lead to the meeting point.
- 1.3. KS2 children will meet ASC staff by the meeting point (outside of main reception). All children will be checked with register and head count will take place.
- 1.4. ASC will check against a register to confirm all children are present.
- 1.5. If there is unexplained absence;
 - 1.5.1. St Michael's Primary School staff will check the child's class room.
 - 1.5.2. If child cannot be found, parents will be contacted by St Michael's Primary School.
 - 1.5.3. If it is not possible to determine the whereabouts of the child, ASC staff will work in partnership with St Michael's Primary School staff.
 - 1.5.4. ASC will follow missing child policy.
- 1.6. Before leaving the schools grounds a head count is taken.
- 1.7. An additional headcount is taken when children enter the ASC.
- 1.8. ASC staff will carrier walkie-talkies and first aid kit.
- 1.9. Walkie-talkies batteries will be checked the night before, if needed the batteries will be changed
- 1.10. If a child has a minor accident or becomes unwell, first aid will be administered.
- 1.11. The group will wait and be supervised by the other member of staff.
- 1.12. Where possible children will be moved to a safer location e.g. away from the road until the child is ready to continue to ASC.
- 1.13. If major accident happens, ASC staff will phone the ambulance, administer the first aid and contact the setting and ask for assistance.
- 1.14. If major accident happens to a member of staff whilst walking, children will be asked to hold hands together.
- 1.15. If possible, they will move to a safe place away from the road.
- 1.16. ASC staff will phone the ambulance, administer the first aid and contact the setting and ask for assistance.
- 1.17. The setting will follow the procedures for major accident

- 1.18. The setting will send a member of staff to help and escort children back to the ASC, leaving one member of staff with the injured child
2. Walking to School House
 - 2.1. Children will walk in a line
 - 2.2. One adult will be at the back one at the front of the line
 - 2.3. Children will use the back-gate entrance to access School House
 - 2.4. No running, pushing or walking ahead of member of staff who is leading the walking train

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

29. General instruction

Practitioners will take reasonable steps to ensure a safe and healthy environment at all times, including carrying out and recording of daily health and safety on the environment, maintenance and cleaning of toys and equipment (details of which are fully recorded in the cleaning record book), recording fridge temperatures and carrying out and recording bathroom area checks (Appendix 21 – Bathroom checks) throughout the session. A cleaner is contracted to maintain the health and hygiene of the setting and works to a planned work schedule

- All activities will be planned with an appropriate level of supervision, both on and off site with relevant ratios as advised by OFSTED being adhered to
- An activity involving an element of risk or potentially dangerous equipment i.e. cooking, candle making will have constant practitioner supervision and an individual risk assessment are carried out prior to the implementation of the activity
- All equipment will be carefully monitored to ensure appropriate usage
- All external gates are locked during all times when children and young people are on site
- When children and young people are accessing the outside areas at least two practitioners must be outside with them

- Dangerous behaviour will always be discouraged although an element of risky play is expected and encouraged.
- Children and young people will be encouraged to participate in activities wherever possible and activities will be suitably adapted to ensure all children and young people can participate within the realms of Health and Safety.

Fire Plan

MEETING POINT TO BE USED IN CASE OF A FIRE; School playground,

Displayed around School House are easy to read guides for children and young people, which give instructions on what to do in the event of a fire

- The number of children or young people currently on site is clearly displayed on the attendance board by the back door at all times
- Fire drills both announced and unannounced will be carried out at least half termly, children and young people are informed and discuss the procedure regularly to ensure they are aware of what action to take should a fire occur by H&S officer
- All drills are recorded in the fire log book
- In the event of a fire the alarm will be raised, by activation of the smoke alarm which will alert practitioners and children and young people
- Practitioners will contact the fire services immediately
- The supervisor/manager is responsible for taking a register and Emergency Contact Sheet.
- Parents will be contacted as necessary
- The main concern of the practitioners is to ensure all children, young people and staff evacuate the building calmly and quickly
- Nobody must re-enter the building until they have been advised it is safe to do so

All firefighting equipment is supplied, maintained and annually inspected and replaced as necessary by CHUBB

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

30. Health and Safety Introduction

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

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

Our member of staff responsible for health and safety is: Rachel Foster

she is competent to carry out these responsibilities.

she has undertaken health and safety training and regularly updates her knowledge and understanding.

We display the necessary health and safety poster in: the office

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in: hallway

Procedures

Awareness raising

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

We keep records of these induction training sessions and new [staff and] volunteers are asked to sign the records to confirm that they have taken part.

We explain health and safety issues to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.

We operate a no-smoking policy.

We make children aware of health and safety issues through discussions, planned activities and routines.

Windows

Our windows above the ground floor are secured so that children cannot climb through them.

We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.

Doors

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

Floors and walkways

All our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.

Walkways and stairs are left clear and uncluttered.

Stair gates are in place at the foot and top of the stairs.

Electrical/gas equipment

We ensure that all electrical/gas equipment conforms to safety requirements and is checked regularly.

Fires, heaters, wires and leads are properly guarded and we teach the children not to touch them.

There are sufficient sockets in our setting to prevent overloading.

We switch electrical devices off from the plug after use.

We ensure that the temperature of hot water is controlled to prevent scalds.

Lighting and ventilation is adequate in all areas of our setting, including storage areas.

Storage

All our resources and materials, which are used by the children, are stored safely.

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

Outdoor area

Our outdoor area is securely fenced. All gates and fences are childproof and safe.

Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.

Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.

Our outdoor sand pit is covered when not in use and is cleaned regularly.

We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that suncream is applied and hats are worn during the summer months.

We supervise outdoor activities at all times; and particularly children on climbing equipment.

Hygiene

We seek information from the Public Health England to ensure that we keep up-to-date with the latest recommendations.

Our daily routines encourage the children to learn about personal hygiene.

We have a daily cleaning routine for the setting, which includes the play room(s), kitchen, rest area, toilets and nappy changing areas. Children do not have unsupervised access to the kitchen.

We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.

The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.

We implement good hygiene practices by:

cleaning and checking toilets regularly;

wearing protective clothing - such as disposable gloves

providing sets of clean clothes;

providing tissues and wipes

Activities, resources and repairs

All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.

All our materials, including paint and glue, are non-toxic.

We ensure that sand is clean and suitable for children's play.

Physical play is constantly supervised.

We teach children to handle and store tools safely.

Children learn about health, safety and personal hygiene through the activities we provide and the routines

Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded. Large pieces of equipment are discarded only with [the consent of the manager and the management team/my consent].

Safety of adults

We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.

We ensure that all warning signs are clear and in appropriate languages.

We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

Control of substances hazardous to health

Our staff implement the current guidelines of the *Control of Substances Hazardous to Health Regulations (COSHH)*.

Hazardous substances are stored safely away from the children.

We keep all cleaning chemicals in their original containers.

We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained.

All members of staff are vigilant and use chemicals safely.

Members of staff wear protective gloves when using cleaning chemicals.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

31. Complaints

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach with the appropriate member of staff. If this does not achieve the desired result, [we/I] have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of our setting's provision talks over his/her concerns with our manager first of all.
- Most complaints should be resolved amicably and informally at this stage.
- We record the issue, and how it was resolved, in the child's file.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed our manager and signed by the parent.
- Our setting stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our manager may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, our manager meets with the parent to discuss the outcome.
- We inform parents of the outcome of the investigation within 28 days of him/her making the complaint.

- When the complaint is resolved at this stage, we log the summative points in our Complaint folder, which is made available to Ofsted on request.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with our manager and director. The parent may have a friend or partner present if they prefer and our manager should have the support of the management team
- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, we log the summative points in our Complaint Record.

Stage 4

- If at the stage three meeting the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with our staff and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent and our manager, director is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.
- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is

essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.

- Parents can complain to Ofsted by telephone or in writing at:

Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD

Tel: 0300 123 1231

- These details are displayed on our notice board.
- If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Board
- In these cases, both the parent and our setting are informed and our manager work with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.
- The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at our setting. The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

Records

- A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in our Complaint Record, which is available for parents and Ofsted inspectors to view on request.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director

32. Trips and outings

Children benefit from being taken outside of the premises on visits or trips to local parks, or other suitable venues, for activities which enhance their learning experiences. We ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures.

If all children or young people and practitioners are away from the School House premises a notice will be displayed on the main entrance giving details of their whereabouts, an estimated return time and a mobile telephone number which the group can be contacted on in an emergency.

At any time that some children or young people remain on site two practitioners will remain with the children or young people and ratios maintained at all times.

Where activities are organised off site parents will be informed well in advance giving information as follows;

- ✓ Where the children are going
- ✓ Time of departure and return
- ✓ Any additional costs involved
- ✓ Travel arrangements

Specific Risk Assessments are carried out prior to each off site trip or outing.

Pre-School

- ✓ Parents must complete an outings consent form for all outings, we are unable to take the children and young people off site without prior consent.
- ✓ When on outings practitioners will hold all Child Record Form's with relevant contact information.
- ✓ Parents are often asked to assist with outings, please be aware that children or young people could be in the care of another responsible adult whilst on an outing.
- ✓ On outings all children and young people are kept together in small groups and not allowed to wander alone.
- ✓ Any child or young person taken off site must return to the designated collection point before being taken home.
- ✓ For the duration of the offsite outing all children will always wear high visibility jackets which will be provided by St. Michaels School House.
- ✓ A first aid kit will be taken on all outings.

- ✓ There is a designated lead for each excursion who is clear about their responsibility as designated lead.
- ✓ We assess the risks for each local venue used for daily activities, which is reviewed regularly.
- ✓ Our manager and all staff taking part in the outing sign off every risk assessment.
- ✓ Children with allergies or other specific needs have a separate risk assessment completed i.e. child with allergies visiting a supermarket.
- ✓ Named children are assigned to individual staff member to ensure that each child is well
- ✓ . Staff frequently count their designated children and ensure hands are held when on the street and crossing the road.
- ✓ We take a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines required for individual children, a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for. We apply sun cream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions.
- ✓ We take a list of children with [us/me] with contact numbers of parents/carers, as well as an accident book and a copy of [our/my] Missing Child Policy
- ✓ If we are travelling by coach or other means of public transport insurance, m.o.t and tax details are all checked and verified prior to the outing commencing.

After School & Holiday Club;

- ✓ Parents must give consent for trips and outings on the Child Record Form prior to attending the setting.
- ✓ Practitioners will carry updated contact details for all children and young people with them at all times.
- ✓ A First Aid kit will be taken on all outings.
- ✓ We take a list of children with [us/me] with contact numbers of parents/carers, as well as an accident book and a copy of [our/my] Missing Child Policy
- ✓ Our manager and all staff taking part in the outing sign off every risk assessment.
- ✓ There is a designated lead for each excursion who is clear about their responsibility as designated lead.
- ✓ We assess the risks for each local venue used for daily activities, which is reviewed regularly.
- ✓ Children with allergies or other specific needs have a separate risk assessment completed i.e. child with allergies visiting a supermarket.
- ✓ Off-site ratios will not exceed one adult to six children or young people (age 4yrs-8yrs); there must be two practitioners present at all times.
- ✓ On outings the children and young people are given opportunities to explore the environment freely, they must ensure a practitioner is aware of their location at all times.

- ✓ High visibility jackets must be worn by all children and young people for the duration of offsite activities, these may be removed for certain activities at the discretion of the supervisor/manager on duty at the time.

The children and young people are involved in discussing the risks involved prior to all outings and how these risks can be minimised.

Children and young people attending Holiday Club will be consulted on trips and outings and these will then be planned in advance and a daily schedule displayed for parents information. These outings are subject to change at short notice and other spontaneous trips and outings will occur as per the children and young people's needs, wants and interests.

Outings could involve the use of the following modes of transport; mini bus, public buses, trains, taxi or practitioner cars (insurances must be appropriate and cover business use).

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

33. Privacy notice

In order to provide a professional care service and meet statutory requirements, it is necessary for School House (SH) to collect and record information about children and their families.

SH is registered with the Information Commissioners Office as a data controller and acknowledge and agree that any personal data that SH handle will be processed in accordance with all applicable data protection laws in force. Currently, the Data Protection Act 1998 applies which will be replaced from 25th May 2018 with the General Data Protection Regulation (GDPR).

This privacy notice informs you about:

What information is collected about your child and you as a parent / carer.

The methods used to collect and securely store this information.

What the information is used for.

Whom information is shared with and why.

The methods used to share information.

How to request access to any data held about you and your child.

The type of information that SH collects, hold and share includes:

Personal Information (such as names, dates of birth, family composition, contact information and emergency contact details)

Sensitive Information (such as health / medical information, additional support needs and details of any other services involved)

Characteristics and Preferences (such as ethnicity, religious / cultural preferences, nationality, language, dietary requirements, likes and dislikes, daily routine information)

Attendance Information (such as sessions attended, absences and reasons for absence / non-attendance)

Learning and Development information (such as observations, development progress and achievements, activity participation)

SH collect this information for the following purposes:

To ensure the wellbeing of all children and meet individual care needs

To meet our statutory obligations as a childcare provider

To respect family beliefs and where possible, tailor care to support existing routines, lifestyle choices and preferences

To monitor and report on children's learning and development progress

To access additional support services where applicable

To access financial support or funding for eligible families

To comply with the law with regards to data sharing

To regularly assess the quality of our care service

The lawful basis on which SH use this information:

SH collect and uses information about children and families on the basis of legal obligation, in order to meet our statutory requirements as a childcare provider, and for the legitimate interests of everyone associated with SH childcare service. SH may also process special category data (for example details about ethnicity, religion, cultural preferences, diet or health) where explicit consent has been given for the purposes of meeting individual needs and care preferences.

Collecting Information

Whilst the majority of information collected is mandatory in order for SH to meet the statutory requirements of a registered childcare provider (for example from **Ofsted** and the **EYFS**), some of it may be provided on a voluntary basis. In order to comply with the General Data Protection Regulation, SH will inform you whether you are required to provide certain information or if you have a choice in this. In all circumstances, any information SH requests always for the purposes of delivering high quality care and improving outcomes for your child.

Data Collection and Storage Methods

SH use the following methods to collect information and ensure it is stored securely:

Paper forms, printed records and photo copies – Stored in locked filing cabinet

Electronic forms, emails, photographs, videos – Stored on business computer with both password and virus protection

Computer file backups on a double encrypted, professional, internet service provided by Carbonite.

The data we required by law to hold for each child is as follows:

Child's Name

Child's DOB

Child's Address and Contact Details

Parent Addresses (if different) and Contact Details including phone number

Parental Responsibility

Legal contact

Emergency Contact Details (2 people not including parents)

Allergies / dietary requirements information

Any other special requirements / needs /medical history details

Names of people who can collect your child if not yourselves

Dr Name and address, and contact number

Our setting is also secured with an intruder alarm.

Retention Period – How long is data stored for?

Information that had been collected about children and their families will be retained until it is no longer required as evidence for **Ofsted** / HMRC or for insurance purposes. In the majority of circumstances this will be no longer than 3 years after the child has left the setting, however to comply with insurance requirements, any information relating to safeguarding and welfare must be retained until a child is 21 years and 3 months old. When a child moves on from the service, normal procedures will include providing families with any additional material, for example photographs and artwork. With permission from parents, any learning and development information can be forwarded on to the child's future care setting / school / nursery to help support transition.

Any information that is not passed on to parents or forwarded to a future setting and is no longer required will be destroyed. Paper documents will be shredded, and any digital information will be securely deleted.

Sharing Information with parents and carers

SH will share information with parents (and any other named individual's parents have included on a signed Multiple Contact Information Sharing Form) via the following methods:

Verbally – face to face discussions or via telephone

In writing / paper form – letters, forms, contact diaries, learning journals, progress reports

Digitally – Emails, Private Facebook Page

If there are any methods of communication you would prefer not to be used, please discuss this with me.

Sharing Information with others

Any information given to us, either verbally or in writing, regarding your child or your family will be treated as private and confidential, however certain situations may require me (or our staff) to share details with others. These situations include:

As evidence to **Ofsted** on request or inspection.

To work efficiently with our members of staff and ensure continuity of care.

To seek advice from other professionals for example to assist with additional support or medical needs.

To support transition when a child is moving onto a new setting or to support wellbeing and development where there is to be a shared care arrangement.

To apply for funding

Where information about your child is to be shared with others, SH will ask you to sign a **Data Sharing Agreement** to ensure that you understand fully who information is being shared with and the reasons for this. Only in exceptional circumstances, for example in an emergency situation or where there are safeguarding concerns, will information be shared without consent in order to inform the emergency services, alert the local safeguarding team or notify the police.

Displaying and Publishing Information

In order to share children's experiences and achievements with families, SH would like to display photographs of children taking part in activities and examples of their artwork and achievements in our setting. SH may also include photographs and share news about individuals in newsletters, private Facebook page or information / welcome booklets which may be viewed by existing, previous and prospective families. Again, SH will ask for parental consent for this and will respect your wishes if you would prefer any images or material specifically relating to your child not to be included.

Requesting Access To Data

Under data protection legislation, you have the right to request access to information that SH hold about you and your child. To make a request for personal information, or if you would like access to your child's records and learning and development information, please do not hesitate to ask us in person or contact School house via email or telephone to make a request.

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 School house collecting or using your personal data, we request that you raise your concern with manager in the first instance so that we can work with you to resolve the situation. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Changes to Privacy Notice

This privacy notice will be reviewed regularly and updated as necessary to reflect any changes to data collection or processing methods.

Contractors

Contractors are often brought onto the School House site to implement routine or planned maintenance work. All contractors are asked to observe and adhere to all the policies and procedures of St. Michaels School House.

Contractors are also instructed to observe the following;

Smoking is not permitted on or within the vicinity of St. Michaels School House

Contractors are responsible for all tools and equipment, and must ensure these are stored safely and away from children and young people at all times

Any music must be kept low and be of an appropriate nature

Use of bad language or other unacceptable language must not be displayed and will be challenged

Respect for School House practitioners, children and young people must be displayed at all times

Use of any large machinery or dangerous substances must only be used when no children or young people are on site and must be pre arranged with the School House Manager

All work must be planned with the School House Manager prior to commencement

Contractors must read and agree to work by all policies and procedures of St. Michaels School House prior to work commencing.

Contractors and all other visitors must be signed in and out of the visitor's book where they are asked to read and take note of the Contractors policy, Safeguarding statement (Appendix 18 – Safeguarding statement) and Fire evacuation plans (Appendix 19 – Fire Evacuation plans)

Students

We believe that a placement for a student at St. Michaels School House is a valuable opportunity for them to build experience whilst learning of the work involved in a childcare or playwork setting.

Equally we appreciate the experience more mature students can bring to the setting.

During their first week at St. Michaels School House all students are given a comprehensive induction (Appendix 20 – Induction pack), this is in addition to the induction provided by the training provider and covers all areas including Health & Safety and policies & procedures. Students are informed of all policies and procedures and must adhere to them at all times.

The following are guidelines on the roles, responsibilities and guidance for all students whilst at St. Michaels School House;

Students are never to be left unattended with the children or young people

Students are not to take photos of the children or young people, should this be necessary for assignments this must be discussed with the School House Manager beforehand

All students are given a Health & Safety brief on arrival

Students are asked to take note of the fire evacuation procedures (Appendix 19 – Fire Evacuation plans) as displayed around the setting and are briefed on this by the supervisor/manager

Students are not included in staff ratios

Students are to be provided with a variety of opportunity and experiences related to working with children and young people

Practitioners must be aware of the need for confidentiality when students are present, and students must respect the confidentiality of all involved with St. Michaels School House

If a student needs to do any sort of special assignment involving collecting evidence or written material on a child or young person, permission must be sought from the School House Manager and child or young person's parents

Non attendance will be immediately reported to the training provider

Any student who displays inappropriate behaviour or fails to adhere to the policies and procedures of St. Michaels School House will be escorted from the premises and asked not to return; the training provider will be contacted and informed immediately.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

34. Volunteers

At St. Michaels School House we value the work and experience volunteers can bring to the setting.

We are aware of our responsibilities with regard to volunteers working within St. Michaels School House and all volunteers are treated fairly and comparably to the employed practitioners and staff of St. Michaels School House.

Recruitment and induction (procedures are the same for both volunteers and those employed by St. Michaels School House and volunteers receive suitable, appropriate training as and when necessary.

All volunteers are DBS checked and give their permission to have their details verified and provide identification.

Individual roles, responsibilities and boundaries are outlined in an individual's person specification.

Volunteers are expected to observe all Personnel and operational policies and procedures of St. Michaels School House.

Recruitment and Selection policy can be found in the School House Personnel policies and procedures.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

35. Out of hours and overnight care

St. Michaels School House does not provide overnight care or additional "baby sitting" services, outside of its normal operating hours.

Any personal arrangements made between a parent and a practitioner is done so as a private arrangement and has no relevance or bearing on the structure, care or policies and procedures of St. Michaels School House.

Any arrangement must not affect St. Michaels School House, its business or practitioner performance in any way. Should a private arrangement be seen to have an effect on St. Michaels School House in a negative way the School House Manager will investigate, passing findings onto the Board of Directors whom will consider what further action is necessary. All parties involved will be informed of the investigation being undertaken.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed

_____ (date)

Signed by Manager

Name of Manager

Signed by director

36. Staffing arrangements and contingency

St. Michaels School House is committed to providing the best possible environment and care for all children and young people who attend the setting.

The School House Manager is responsible for ensuring all practitioners and adults looking after children and young people, in our setting are suitable to do so. This includes anyone who has unsupervised access to children and young people. (An adult is any person over the age of seventeen)

Any practitioner of St. Michaels School House must have the appropriate qualifications, training, skills and knowledge.

Staffing arrangements are organised to ensure the health, safety and individual needs of all children and young people are met at all times.

All staff details are checked and kept, which includes suitability checks, DBS checks, employment history, references, identity checks and qualifications. All of which are verified prior to an offer of employment being made.

St. Michaels School House adheres to adult to child ratios as set by OFSTED, which are:

- Children aged two years: 1 adult : 4 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult : 8 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.

We only include those aged 17 years or older within our ratios where they are competent and responsible. We may also include students on long-term placements and volunteers (aged 17 or over) and apprentices (aged 16 or over), where we deem them to be suitably qualified and experienced.

A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or supervisor.

The supervisors are:

Pre-school: Beckie Newman

After school club: Lilly Gray

Our manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight or hearing of staff at all times.

- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

In the event of practitioner shortages the School House Manager will initiate the contingency plan as set out below;

- Part time practitioners will be contacted and asked to work extended hours
- Supernumerary staff (School House Manager) will need to work in numbers
- All practitioners will be asked to work longer hours to provide cover where needed
- Bank staff will be contacted and asked to work
- Other School House staff will be contacted and asked to work
- Other settings could be contacted and asked to provide support
- Parents will be asked to support the setting by assisting within the setting during a session
- Agency staff drafted in

In extreme cases where the above is not possible St. Michaels School House may be forced to close as outlined in the Closing at short notice policy.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director

37. Whistleblowing policy

It's important to School House that any fraud, misconduct or wrongdoing by employees, or people engaged in the organisation's business, is reported and properly dealt with. We therefore encourage all individuals to raise any concerns that they may have about the conduct of others in the early years setting or the way in which the early years setting is run.

We recognise that effective and honest communication is essential if malpractice is to be effectively dealt with and the organisation's success ensured.

Whistleblowing relates to all those who work with, or within, the early years setting, whom may from time-time think that they need to raise with someone in confidence certain issues relating to the organisation.

Whistleblowing is separate from the grievance procedures. If you have a complaint about your own personal circumstances, you should use the normal grievance procedure. If you have a concern about malpractice within the organisation, then you should use the procedure outlined below.

- Report any concerns to the manager. If this is not possible, then report your concerns to the Director Steve Wells
- All employees and those involved with the early years setting should be aware of the importance of preventing and eliminating wrongdoing within the organisation. You should be watchful for illegal, inappropriate or unethical conduct and report anything of that nature that you become aware of.
- You should be watchful and report any wrongdoing. Wrongdoing could include:
 - ✓ Abuse of a child or vulnerable person
 - ✓ A child, parent, employee or volunteer being put at risk of harm
 - ✓ Unsafe working practice
 - ✓ A failure to comply with statutory or legal obligations
 - ✓ A criminal offence which has or is about to be committed
 - ✓ The use of unsafe equipment
 - ✓ Falsification of financial records
 - ✓ Bribery and/or corruption which has taken or is about to take place
 - ✓ Covering up wrongdoing or malpractice
- Any matter you raise this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation will be reported back to you.
- You will not be victimised for raising a matter under this procedure. This means that your continued employment and opportunities for future promotion or training will not be prejudiced because you have raised a legitimate concern.

- Victimisation of an individual for raising a qualifying disclosure will be a disciplinary offence
- If misconduct is discovered as a result of any investigation under this procedure the early years setting disciplinary procedure will be used, in addition to any appropriate external measures
- If you make a malicious, vexatious or false allegation then this will be considered a disciplinary offence and disciplinary action will be taken against you
- An instruction to cover up wrongdoing is itself a disciplinary offence. If you are told not to raise or pursue any concern, even by a person in authority such as a manager, you should not agree to remain silent. In this event you should report the matter to a director.

38. Maintaining the professional line

Professional boundaries define effective and appropriate interactions between the professionals and those they provide a service to. The professional line is the nature of a relationship that practitioners form with the parents of the children and young people they provide care for.

St. Michael's School House expects its practitioners and staff to maintain professional behaviours and boundaries towards parents at all times. It is the responsibility of all individual practitioners and staff members to ensure they maintain the professional line whilst developing positive and caring relationships with the families they work with.

Parents and practitioners are required to respect the professional boundaries as set out below;

- Practitioners are not expected to provide care for individual children or young people outside of the contracted working hours
- There is no expectation to lend or loan property, money, food or other items
- Discussions surrounding a child or young person's fees or attendance is to only take place with the School House Manager and finance officer
- Personal telephone numbers, e-mails, social networking accounts or any other personal communications are not to be used in relation to School House business
- Practitioners and other staff members are not to be named and used as a child or young person's emergency contact
- Any information regarding a child or young person must be shared with the School House Manager, practitioners or staff are not to keep information to themselves and must not make promises to do so
-

This policy was adopted by

(name of provider)

On

(date)

Date to be reviewed

_____ (date)

Signed by Manager

Name of Manager

Signed by director

40. Student placements

Policy statement

We recognise that qualifications and training make an important contribution to the quality of the care and education we/ provide. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Procedures

- We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.

- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

40. First aid

Policy statement

We are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one adult with a current first aid certificate is on the premises, or on an outing, at any

one time. Newly qualified staff who achieved an early years qualification at level 2 or 3 on or after 30 June 2016 also have a paediatric first aid certificate in order to be counted in the adult: child ratios. The first aid qualification includes first aid training for infants and young children. We have evidence of due diligence when choosing first aid training and ensure that it is relevant to adults caring for young children.

Procedures

The first aid kit

Our first aid kit is accessible at all times and contains the following items

Triangular bandages (ideally at least one should be sterile)

- Sterile dressings:
 - Small
 - Medium
 - Large
- Composite pack containing 20 assorted (individually-wrapped) plasters
- Sterile eye pads (with bandage or attachment)
- Container of 6 safety pins x 1.

In addition, the following equipment is kept near to the first aid box:

- disposable plastic (PVC or vinyl) gloves.
- plastic disposable apron.
- A children's ear thermometer.
- Information about who has completed first aid training and the location of the first aid box is provided to all our staff and volunteers.
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- There is a named person in the setting who is responsible for checking and replenishing the first aid box contents
- Medication is only administered in line with our Administering Medicines policy.
- In the case of minor injury or accidents, first aid treatment is given by a qualified first aider

- In the event of minor injuries or accidents, we normally inform parents when they collect their child, unless the child is unduly upset, or we have concerns about the injury. In which case we will contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP.
- An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken.
- Parents sign a consent form at registration allowing a member of staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that they have been informed and are on their way to the hospital.
- Accidents and injuries are recorded in our accident record book and, where applicable, notified to the Health and Safety Executive, Ofsted and/or local child protection agencies in line with our Recording and Reporting of Accident and Incidents Policy.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

41. The role of the key person and settling-in

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. We are committed to the key person approach which benefits the child, the parents, the staff and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for:
 - Providing an induction for the family and for settling the child into our setting.
 - Completing relevant forms with parents, including consent forms.
 - Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
 - Offering unconditional regard for the child and being non-judgemental.
 - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
 - Acting as the key contact for the parents.
 - Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
 - Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
 - Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.

- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

Settling-in

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We offer a home visit by the person who will be the child's key person to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.

- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns including working with other professionals where appropriate as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

42. Funded Hours and Paid for Places Policy

Please read the information below very carefully.

An Explanation of universal and extended hours – The 'universal' hours refers to the entitlement of 15 government funded hours, which is offered to all 3 and 4 year olds, and the 'extended' hours refers to the entitlement of 15 additional hours, which are based on eligibility. Together they make the 30 Hours Free Childcare. Parents have to apply via HMRC for the extended 15 free hours and renew their circumstances/eligibility every 3 months.

If you choose to use your universal hours (and or extended) with us, please read below.

- Opening hours and days – We are open 5 days a week: The main session times are 8.45-15.15
- Funded Places– We offer funded places 5 days a week from 8.45-14.45, (30 hours).
- Non funded time is from 14.45-15.15 and parents will have to pay £3 per non-funded time or you can collect your child at 14.45 and no fee will be payable
- Operational method – Funded hours can be used Term Time Only (TTO) over 38 weeks of the year. We offer morning session 8.45-11.45 (3hours), afternoon session 12.15-3.15(3 hours), Lunch club (11.30-12.15 pm) or full day session 8.45-2.45(6 hours)
- School House will only claim 15 or 30 hours of funding
- Food Options - We do not provide a lunch and all children attending lunch club will be required to bring a packed lunch. We will provide a mid-morning snack to all children.
- Supplementary Fee– We request that parents/carers contribute 75p towards 'added extras' that arise throughout the week/term/year (e.g. healthy snack, gardening resources, workshop contributions, special resources purchased, arts and crafts etc. You will be invoiced half termly for this additional contribution.
- To put this into real terms, if your child attends 5 days a week from 8.45 - 15.15 we will request an additional £15(non-funded time) per week plus 0.75p per funded session/s (£7.50 per week)
- Cost of non-funded sessions – we charge £18 per non-funded session (3hours)
- We do not charge a supplementary fee on top of paid for places.
- Invoicing frequency: the beginning of each half term – You will be invoiced half termly on the first Friday of the half term. Payment will be due within 15 days of receiving the invoice.
- Sibling discounts – We do not offer a sibling discount. •

- Tax Free Childcare, including your unique reference, starting 5000XXXXXXX – This is for paid childcare – not the government funded hours. If you want to access tax free childcare you will need our code. Please ask a member of staff for details.
- Notice periods for the free hours and the additional hours – We ask parents of 2,3 and 4-Year-Olds to make a 'half termly' commitment. In other words, we require 6 weeks' notice. This is the same for all free hours: both the 15 Free Universal hours and the 15 Free Extended hours. We allow you to break your contract if there are 'life changing circumstances', e.g. a parent has lost their job, moving to a new house, serious illness etc.
- Admissions methods – please see our separate admissions policy
- Registration fee – We require a registration fee of £16.50 to reserve a place. A non-refundable registration fee is charged when you register your child with us. This registration fee is charged for all children. Parents of children who are using funded hours can request for this registration fee to be paid back to them once their child has started with us. This request must be put in writing within 4 weeks of the child's start date. The registration fee is used by the charity to assist with administration costs, trial visits, home visits and the induction evening.
- Appeals process - if a parent has a complaint about any aspect of our delivery of the free hours, you can contact School House to discuss it further. Please email manager@schoolhousebracknell.co.uk or call 01344869340

If you choose to use your extended hours with us, please read below.

15 Free Hours (Extended) known as '30 Hours Free Childcare'

- 30 Hours Eligibility Criteria – If you want to book some or all of your extended 15 hours with us, we need to check you are eligible We will need 30 hour code (usually starts with 500XXXX), your National Insurance number, child's date of birth and written consent from you, in the Parental Declaration Form, to verify eligibility. Once the code has been verified, we can move forward with your booking.
- How to apply online for the extended hours - You can check eligibility via www.childcarechoices.gov.uk. Parents can apply for both the extended hours and Tax-free Childcare at the same time. Tax-Free Childcare is the system that is gradually replacing the old voucher scheme - paying for childcare through the employer.
- Three-month renewal cycle for the extended hours - You will be prompted every 3 months to reconfirm the details you entered are still correct. You will be prompted by HMRC by email or

text 4 weeks before, then again, 2 weeks before if you have not reconfirmed. We will also remind parents they need to reconfirm when asked by HMRC. If parents miss the deadline, your code becomes ineligible and the grace period will come into effect.

- Grace periods for the extended hours - If a child who has a 30 Hours Code becomes ineligible during the first half of a term, the child will be funded until the end of that term or for as long as they remain under compulsory school age, whichever is shorter. If a 30 Hours Code becomes ineligible during the second half of a term, the child should be funded until the end of the following term or for as long as they remain under compulsory school age, whichever is shorter. Ineligibility would only affect extended hours – the child can still have their Universal hours.

In the event of you losing your 15 free extended hours you can,

- keep the child in the setting and pay the enhance session rate (£18 per session) for any sessions that are not the universal entitlement
- reduce the amount of time your child attends this setting each week to just the universal hours. In this case I (the provider) may fill the vacant hours with another child. Paid for Places.
- Invoicing frequency: half termly – You will be invoiced half termly on the first Friday of each half term. Payment must be made within 15 days of receiving the invoice.
- Payment: Payment can be made through childcare vouchers and tax free childcare credits bank transfer, credit card. Please let us know if paying by vouchers or tax free childcare.
- Notice Period for Cancellation - we require half term notice for a change in hours or cancellation of contract. You will be required to accept these terms and conditions on the permissions section.

Paid for Places

- Cost of non-funded sessions – we charge £18 per non-funded sessions. A nonfunded place at the School House is from 8.45-11.45 or 12.15-15.15 We do not charge a supplementary fee on top of paid for places.
- Notice Period for Cancellation - we require half term notice for a change in hours or cancellation of contract. You will be required to accept these terms and conditions on the permissions section.
- Invoicing frequency: half termly – You will be invoiced half termly on the first Friday of each half term. Payment must be made within 15 days of receiving the invoice.

- **Payment:** Payment can be made through childcare vouchers and tax free childcare credits bank transfer, credit card. Please let us know if paying by vouchers.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

43. Coronavirus

St. Michaels School House is following guidance that is currently coming from the government and World Health Organisation but in light of the continuing spread of the Coronavirus this policy outlines what we are doing and what happen in certain circumstances if you or the children attending our setting will need to self-isolate. This policy may need to change according to the developing situation.

Our aim is to ensure the Health and Safety of all the children and staff.

What we are doing already to prevent the spread of Coronavirus:

- We are asking children to wash their hands as they enter the setting
- We are following public health authorities' advice on hand washing
- Where possible, there are hand sanitisers and tissues for everyone to use
- Checking for new advice as the situation changes
- Clean and disinfect regularly touched objects and surfaces

To help us protect the children and the staff we are asking you not to send your child to the setting if they had any of those symptoms in the last 2 day or if they had been in contact or if they live with anyone who has had these symptoms ;

- Cough
- Shortness of breath or difficulty breathing
- High temperature
- Muscle pain

- Sore throat
- New loss of taste or smell

But these symptoms do not necessarily mean you have the illness. The symptoms are similar to other illnesses that are much more common, such as cold and flu.

Confirmed Cases

If a child or staff member is diagnosed with coronavirus, we will contact Public Health England who will advise us on the next steps to take. The Health Protection Team will assess the situation and advise the patient on isolation.

System of controls'

This is the set of actions early years settings must take. They are outlined in more detail below.

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend settings
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach

Response to any infection:

- 5) engage with the NHS Test and Trace process
- 6) manage confirmed cases of coronavirus (COVID-19) amongst the setting community
- 7) contain any outbreak by following local health protection team advice
- 8) notify Ofsted

Self-Isolating

If there's a chance you could have coronavirus, you may be asked to stay away from other people (self-isolate). If your symptoms are mild, NHS 111 will usually advise you and anyone you live with not to leave your home. This is called self-isolation. For more information visit;

<https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/staying-at-home-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>

- Anyone with symptoms should self-isolate for 10 days from when their symptoms started.

- Anyone who does not have symptoms should self-isolate for 14 days from when the first person in your home started having symptoms

This means you should:

- Stay at home
- Not go to work, school or public places
- Not use public transport or taxis
- Ask friends, family members or delivery services to do errands for you
- Try to avoid visitors to your home – it's OK for friends, family or delivery drivers to drop off food
- You may need to do this for up to 14 days to help reduce the possible spread of infection.

We will keep a confidential record of any staff members and children who are in self-isolation. This will help health authorities manage any subsequent outbreaks in your local area. Once the isolation period is over and the staff member or child affected has no symptoms, they should speak with their GP about getting clearance to return to your setting.

Please be reassured, that as stated by the Health Secretary, where someone has been in contact with a suspected case in a childcare setting, in most cases, closure of the setting will be unnecessary, but this will be a local decision based on various factors including professional advice.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed by Manager _____

Name of Manager _____

Signed by director _____

44. Managing children who are sick, infectious, or with allergies

St. Michael's School House aims to provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic trigger.

Procedures for children who are sick or infectious

- If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – our manager will call the parents and ask them to collect the child, or to send a known carer to collect the child on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water but kept away from draughts.
- The child's temperature is taken using a ear thermometer, kept in the first aid box.
- If the child's temperature does not go down and is worryingly high, then we may give them Calpol or another similar analgesic, after first obtaining verbal consent from the parent where possible. This is to reduce the risk of febrile convulsions, particularly for babies. Parents sign the medication record when they collect their child.
- In extreme cases of emergency, an ambulance is called and the parent informed.
- Parents are asked to take their child to the doctor before returning them to the setting; St. Michael's School house can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics for an infectious illness or complaint, St. Michael's School house ask parents to keep them at home for 24 hours before returning to the setting.
- After diarrhoea, St. Michael's School house ask parents keep children home for 48 hours following the last episode.
- Some activities, such as sand and water play, and self-serve snacks where there is a risk of cross-contamination may be suspended for the duration of any outbreak.
- St. Michael's School house a list of excludable diseases and current exclusion times. The full list is obtainable from www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities and includes common childhood illnesses such as measles.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to Public Health England.

- When St. Michael's School house become aware, or are formally informed of the notifiable disease, our manager informs Ofsted and contacts Public Health England, and act[s] on any advice given.

HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults. St. Michael's School house:

- Wear single-use vinyl gloves when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Bag soiled clothing for parents to take home for cleaning.
- Clear spills of blood, urine, faeces or vomit using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.
- Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit using a disinfectant.
- Ensure that children do not share toothbrushes, which are also soaked weekly in sterilising solution.

Nits and head lice

- Nits and head lice are not an excludable condition; although in exceptional cases St. Michael's School house may ask a parent to keep the child away until the infestation has cleared.
- On identifying cases of head lice, St. Michael's School house informs all parents ask them to treat their child and all the family if they are found to have head lice.

Procedures for children with allergies

- When children start at the setting St. Michael's School house ask their parents if their child suffers from any known allergies. This is recorded on the Registration Form.
- If a child has an allergy, St. Michael's School house complete a risk assessment form to detail the following:

- The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
 - The nature of the allergic reactions (e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc).
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
 - Control measures - such as how the child can be prevented from contact with the allergen.
 - Review measures.
- This risk assessment form is kept in the child's personal file and a copy is displayed where St. Michael's School house can see it.
 - Generally, no nuts or nut products are used within the setting.
 - Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Insurance requirements for children with allergies and disabilities

- If necessary, St. Michael's School house insurance will include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from our insurance provider must be obtained to extend the insurance.
- At all times St. Michael's School house ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.
- Oral medication:
 - Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to our insurance provider. Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
 - St. Michael's School house must be provided with clear written instructions on how to administer such medication.
 - St. Michael's School house adhere to all risk assessment procedures for the correct storage and administration of the medication.
 - St. Michael's School house must have the parents or guardians' prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to [our/my] insurance provider.

- Life-saving medication and invasive treatments:
These include adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).
 - St. Michael's School house must have:
 - a letter/care plan from the child's GP/consultant stating the child's condition and what medication if any is to be administered.
 - written consent from the parent or guardian allowing our staff to administer medication; and
 - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
- Treatments, such as inhalers or Epipens are immediately accessible in an emergency.
- Key person for special needs children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.:
 - Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
 - The key person must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.
 - Copies of all letters relating to these children must first be sent to [the Early Years Alliance Insurance team for appraisal. Written confirmation that the insurance has been extended will be issued by return.

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (e.g. chair, director or owner) _____

45. Epidemic and Pandemic Policy

Aim of Policy

This Policy defines and assists the operating arrangements in place within the pre-school that assures compliance to the Government and leading bodies requirements with relation to the outbreak of a pandemic such as Covid19. This information builds upon our current procedures for areas such as Safeguarding, Child Protection and Equality and Diversity, however new practices may emerge as the situation continues. The policy and considerations may evolve and be built upon as the situation deepens and new precautionary measures have been introduced and practices have been reflected upon.

Method

As early years providers we ensure to offer a continuum of very high standards of practice of childcare and education. The fundamental principles to be outlined in this policy are set out to ensure physical distancing is enabled and implement good hygiene practices as well as avoiding coming into contact with infected children and adults or anyone displaying symptoms. It states the protective measures put in place for children, parents and staff as best as possible to ensure the risk of transmission is reduced. We will continue to follow our other policies as long as they do not conflict with this policy and be guided by the EYFS as best as we can. The main areas we will be considering are:

- Minimising contact with individuals who are unwell
- Maintaining personal and respiratory hygiene (handwashing, catch it, kill it, bin it)
- Ensuring cleanliness of the environment (especially frequently touched surfaces)
- Minimising general contact and mixing (creating small groups of children “bubbles” and limiting numbers of attendees)
- The use of Protective and Personal Equipment (PPE)
- Testing

Focus/ Areas of Consideration / Recommendations

Children

Attendance

- Only children who are symptom free or have completed the required isolation period should attend the setting.
- We may consider taking temperature of children on arrival and risk assessing with regular health questionnaires for returning children Physical distancing/ grouping.

Physical Distancing/grouping

- Early years will no longer be required to keep children in small, consistent groups within settings

- Care routines including provision of meals, nappy changing, and toileting will be provided
- Parents will need to provide bag with spare clothes.
- Sunscreen must be applied by the parents / carers before the child arrives at the preschool. T shirts covering shoulders and leggings would be preferable to minimise how much top up of sunscreen the preschool staff will do.

Wellbeing and education

- Children should be supported in age appropriate ways to understand the steps they can take to keep themselves safe including regular hand washing, coughing into an elbow, using a tissue and adopting a catch it, kill it, bin it regime.
- Children should be supported to understand the changes and challenges they may be encountering as a result of Covid-19 and staff need to ensure they are aware of children's attachments and their need for emotional support at this time.
- EYFS framework will continue to be delivered through play and adult led activities.
- drinks will be provided throughout the day
- Parents will be asked to ensure their child has had breakfast or lunch and a drink before they arrive.
- For a child attending full day- parents must provide a packed lunch please include drink

Workforce

Attendance

- Staff should only attend preschool if they are symptom free, have completed the required isolation period or achieved a negative test result. All staff and their household are eligible for testing if they display symptoms.
- Providers may consider taking temperature of staff on arrival and risk assessing with regular health questionnaires for returning staff.
- Consideration should be given to limiting the number of staff in the preschool at any one time to only those required to care for the expected occupancy levels on any given day
- Staff hours, days they work, and length of day may change in order to meet childcare demands and considerations within this policy.

Physical distancing/ grouping /safety

- Staff will complete a risk assessment before opening to address any risks from the virus, ensure sensible measures are in place to control risks.
- Staff to be informed of measures in place and sign a disclaimer to state they have read and understood the preschool policies and procedures.
- Staff have been advised by the government not to wear PPE such as facemasks during their day, but should continue to wear PPE at the usual times such as intimate care and wear disposable gloves and apron if completing one to one care and if supporting an ill child a face mask and visor should also be worn if a 2 meter distance cannot be maintained.
- Staff will wear face mask and gloves when preparing food
- After dealing with an ill child who displayed symptoms the staff member should continue to wear PPE and clean the affected area with disinfectant.
- All PPE should be removed and disposed of following current government guidelines, the staff member should wash their hands for at least 20 seconds.

- The staff member who supported the unwell child does not need to go home unless they are developing symptoms themselves.
- Social distancing must be maintained during breaks. This may be achieved through a range of strategies including the staggering of breaks and subdivision of spaces allocated to team breaks where possible.
- Staff may be required to be in charge of specific rooms or areas including the outdoors to minimise their contact with surfaces etc. This includes potentially working from one particular table if table top toys are available. Staff will be responsible to ensure appropriate cleaning takes place and enough ventilation is in the room such as opening windows. If doors are open, ensure the safety of the children is maintained.
- Staff members should avoid physical contact with each other including handshakes, hugs etc.
- Staff to wear fresh, clean clothes every day.
- Advise staff to remove their work clothes before they enter their home and take a shower immediately to remove any germs they may have picked up.

Training

- Where possible, meetings and training sessions should be conducted through virtual conferencing.
- All staff members must receive appropriate instruction and training in infection control and the standard operating procedure and risk assessments within which they will be operating.
- Online training may be available to allow their training levels to be maintained if appropriate.

Parents

Physical distancing

- Only parents who are symptom free and or have completed the required isolation periods will be able to drop off or collect their child.
- Aim to minimise the 'pinch points' during the day and limit drop off and pick up to one parent per family.
- Stagger the drop off and collection timings where possible will avoid a queue of families waiting to enter preschool.
- Arrange drop off and pick up at the preschool gate to avoid parents entering the preschool unnecessarily.
- When parents are waiting to drop off or collect their child, physical distancing should be maintained in a safe area sticking to government social distancing policies.
- Consider allowing some parents to enter the preschool for the purpose of a settling in session if not doing so would cause a child distress, this could take place in the outdoor environment. The provider should consider measures to minimise contact between the parent and other children and staff members.
- If the child is too distressed perhaps a delayed start to their preschool entry may be preferred or half hour settling in sessions without their parent.

Communications

- Parents should receive clear communication regarding the role they play in the safe operating procedure and all measures being taken to ensure the safety of their children and themselves.
- Parents should inform preschool of their circumstances and if they plan to keep their child away, this helps preschool to conform to our safeguarding policy.
- Parents may be needed to support the running of the preschool by providing extra resources and consumables the preschool may not be able to source or afford such as cleaning wipes or products, tissues, toilet rolls etc. This is to ensure the safe running of the preschool is not hindered by lack of equipment and resources.

Visitors

- Attendance to the setting should be restricted to only children and staff as far as practically possible and visitors should not be permitted to the preschool unless essential (e.g. essential building maintenance).
- Where essential visits are required these should be made outside of the usual preschool operational hours where possible.
- As far as possible parents and carers should not enter the premises.

Travel

- Wherever possible staff and parents should travel to preschool alone, using their own transport or if possible walk.
- If public transport is necessary, current guidance on the use of public transport must be followed.
- Parents should be encouraged to ensure they do not leave travel accessories including buggies, car seats, scooters in the setting premises or grounds.
- Outings from the preschool into the local community should be restricted to ensure mixing with members of the general public does not happen.

Hygiene and Health & Safety

Hand Washing

- All children and staff must wash their hands upon arrival at the nursery for at least 20 seconds.
- Children and staff members should be encouraged to wash their hands frequently, this includes before and after eating food, after visiting the toilet or playing outdoors, after sneezing, blowing their nose or coughing into their hand and dealing with unwell people.
- Bodily fluid spills should follow the correct procedures as normal.

Cleaning

- An enhanced cleaning schedule must be implemented that includes furniture, surfaces and children's toys and equipment and all staff are responsible in their area of work.
- Communal area, touch points and hand washing facilities must be cleaned and sanitised regularly and cleaned thoroughly every night.
- A deep clean may be needed after a child has become ill in the area they were waiting.

Waste disposal

- All waste must be disposed of in a hygienic and safe manner following government guidelines.
- Tissues must be immediately disposed of and placed in a bin with a bag, lid and foot pedal.
- Bodily fluids must be double bagged and disposed of in a bin with a bag, lid and foot pedal.

Laundry

- All items within the setting requiring laundering must be washed in line with NHS laundry guidelines.
- Items such as towels, flannels and bedding must not be shared by children.

Risk assessment

- The setting and all activity should be risk assessed before opening or going ahead to address the risks from the virus and due consideration given to any adaptations to usual practice. Sensible measures should be put in place and policies and procedures followed.
- Cut down on the available resources out in the preschool.
- Remove anything which cannot be easily wiped down or washed at the end of the day.

PPE

- Government guidance is that PPE is not required for general use in early years settings to protect against COVID- 19 transmission.
- PPE should continue to be worn and disposed of as normal for nappy changing, one to one care and the administration of first aid.
- If a child shows symptoms, staff should wear a face mask, visor, disposable gloves and apron if a 2-meter distance cannot be maintained at all times. PPE should be disposed of following government guidelines

Premises Building

- Where premises have been temporarily closed during the lockdown period or where they may need to temporarily close during future lockdowns appropriate Health & Safety checks should be conducted prior to reopening including legionnaires checks.
- Keep windows open where possible to ensure good levels of ventilation. If doors are opened ensure the children safety is maintained with locked gates.

Resources

- Children should not be permitted to bring items from home into the setting unless absolutely essential for their wellbeing. Anything that is brought in from home should remain in the child's bag on their peg.
- All resources required for play and learning experiences of children should be regularly washed and/or sterilized. Any resources which are difficult to clean should be removed.
- Equipment used by staff such as stationary, tablets etc. should be allocated to individual staff members where possible and cleaned regularly.

Supplies Procurement & monitoring

- The preschool should ensure an adequate supply of essential supplies and contingency plans such as additional suppliers are in place to minimise the impact of any shortages of supplies.

- The preschool will not be able to operate without essential supplies required for ensuring infection control.
- A monitoring system for the usage of PPE is essential to ensure that a supply of stock is available to all who require it as and when required to meet the operational needs of the setting. When stocks are low, other options may be considered, such as the use of washable tabards and facemasks. These items will be washed at a high temperature in accordance with relevant guidelines and separate to any other preschool washing.
- In case the supply of food is interrupted, procedures must be implemented to ensure the appropriate food alternatives are sourced and normal food safety and hygiene processes are followed.
- It may be preferable or the only option to have packed lunches which the children bring in.

Responding to a suspected case

- In the event of a child developing suspected coronavirus symptoms whilst attending the setting, they should be collected as soon as possible and isolate at home in line with the current NHS guidance.
- Whilst waiting for the child to be collected they should be isolated from others in a previously identified room or area. If possible, a window should be opened for ventilation.
- The staff member responsible for the child during this time should be a staff member from their 'bubble'. The provider may consider suitable PPE for this staff member such as the addition of face mask, visor disposable gloves and apron.
- The area should be thoroughly cleaned, immediately if the area cannot be left unvisited, and if the area can be left unvisited then cleaned after 72 hours.
- The person responsible for cleaning ideally should be the person dealing with the unwell child and should continue to wear their PPE. This should then be disposed of according to current government guidelines.
- In the event of a staff member developing suspected coronavirus symptoms whilst working at the nursery, they should return home immediately and isolate at home in line with the NHS guidance. They should also follow current testing advice for themselves and their household.

Monitoring of this policy

This policy will be reviewed annually or when and if needed by the setting manager/director, new government legislation and policies will be incorporated appropriately as and when required or informed.

This policy was adopted by _____ (name of provider)

On _____ (date)

Date to be reviewed _____ (date)

Signed by Manager

Name of Manager

Signed by director

46. Parents code of conduct

St. Michael's School House is a nurturing learning community. We believe pupils learn best in a safe, stimulating, secure, fun, and supportive environment based on respect and trust and underpinned by an effective partnership between parents, staff and the preschool community. High standards of behaviour are required of pupils and staff are expected to act professionally at all times. The positive support of parents and carers is needed and highly valued by the preschool.

This 'Code of Conduct for Parents, Carers and Visitors' has been adopted and agreed by the School House Directors. It provides a reminder to all parents, carers, and visitors to our preschool about the conduct expected of them. It sets out both what they should aim to do, and conduct which will not be tolerated. This is so we can continue to flourish, progress, and achieve in an atmosphere of mutual understanding.

This code complements the School House's 'Complaints Policy' which is designed to handle parental concerns or complaints in a sensitive and mutually supportive manner (see the school website).

Expectations

We expect parents and carers (and, where appropriate, visitors) to:

Respect the caring ethos and values of our preschool

Work together with School House staff for the benefit of their children

Treat all members of the preschool community with respect using appropriate language and behaviour

Approach the preschool manager to help resolve any issues of concern

Where appropriate, clarify a child's version of events with the preschool's view in order to bring about a peaceful solution to any issue

Promote good behaviour of your own children at all times, especially in public where it could otherwise lead to conflict, aggressive or unsafe behaviour (but avoid using teachers as a threat if your child misbehaves).

In order to support a peaceful and safe preschool environment, the preschool will not tolerate parents, carers or visitors exhibiting the following:

Disruptive or other inappropriate behaviour which interferes or threatens to interfere with any of the preschool's operation or activities anywhere on the preschool premises

Approaching another parent or child in order to discuss an issue between the children, (Such an approach to a child may be seen to be an assault on that child and may have legal consequences) – please talk to a member of staff to resolve problems

Using loud or offensive language or displaying temper

Threatening, in any way, a member of preschool staff, visitor, fellow parent/carer or pupil

Using physical or verbal aggression towards another adult or child, including physical punishment of your own child on school premises

Any other behaviour, verbal or otherwise, which could be considered to be inappropriate, offensive, or abusive

Sending abusive or threatening e-mails, text/voicemail/phone messages, or other written communications to anyone within the preschool community

Defamatory, offensive, or derogatory comments regarding the preschool or any of the pupils/parents/carers/staff at the preschool on Facebook or other social media

Damaging or destroying preschool property

Smoking, taking illegal drugs or the consumption of alcohol on preschool premises (alcohol may only be consumed during authorised events)

Bringing dogs (other than guide dogs) into the preschool playgrounds

Taking photographs with phones or other devices on preschool premises without permission from the preschool

If we are unable to resolve issues in a reasonable manner, the preschool may have to ban parents/carers/visitors from entering the preschool grounds, and in extreme cases we may need to involve the police.

We trust that parents, carers and visitors will assist our preschool with the implementation of this policy and we thank you for your continuing support of the school.

We ask that parents and carers ensure they make all persons responsible for collecting their children aware of this policy.

Inappropriate use of social network sites

Social media websites are being used increasingly to fuel campaigns and complaints against schools, managers, preschool staff, and in some cases other parents/pupils. The Directors consider the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole preschool community. Any concerns you may have must be made through the appropriate channels by speaking to the child's keyworker, the manager, or The Directors, so they can be dealt with fairly, appropriately and effectively for all concerned.

Libellous or defamatory posts

In the event that any student or parent/carer of a child being educated at the preschool is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The preschool will also expect that any parent/carer removes such comments immediately.

Cyber bullying

We take very seriously the issue of cyber bullying by one child or a parent to publicly humiliate another by inappropriate social network entry. We will deal with this as a serious incident of school bullying. Thankfully, such incidents are extremely rare. In serious cases the preschool will also consider its legal options to deal with any such misuse of social networking and other sites

This policy was adopted by _____ (name of provider)
On _____ (date)
Date to be reviewed _____ (date)
Signed by Manager _____

Name of Manager

Signed by director
