

Holbrook Community Pre-school

Policies And Procedures

All policies were adopted at a meeting of the Committee.

Signed on behalf of Holbrook Community Pre-School

(Chairperson)

Date _____

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Section 1

Safe Guarding

Safeguarding and Welfare Requirements: Child Protection.
Providers must have and implement a Policies & Procedures to safeguard children.

1.1 Children's rights and entitlements

Policy Statement

- We promote children's rights 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 family's heritage and ethnicity, their language spoken at home, their religious beliefs, cultural traditions and home backgrounds.
- We promote children's rights to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote children's rights 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:

- Secure in their foremost attachment relationship, 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 pre-school.
- Self-assured and form a positive sense of themselves- including all aspects of their identity and heritage.
- Included equally and belong in early years setting and in community life;
- Confident in abilities and proud of their own achievements
- Progressing optimally in all aspects of their development and learning;
- Part of a peer group in which to learn to negotiate, develop social skill and identity as global citizens, respecting the rights of others in a diverse world; and
- Able to represent themselves and participate in 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;
- 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.

Safeguarding and Welfare requirements: Child protection Providers must have and implement a policies and procedures to safeguard children
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Section 1.2

SAFEGUARDING CHILDREN AND CHILD PROTECTION

(Including managing allegations of abuse against a member of staff)

Policy Statement

Holbrook Community Pre-school is a committee led community pre-school providing early years education and childcare. We aim to offer children the opportunity to learn through play in a safe stimulating environment, enjoy the company of other children, meet adults from outside their family and to be in a group that values everyone whatever the sex, age, race, religion, culture, means, background or disabilities.

Holbrook Community Pre-school recognises its responsibility to the children with whom we come into contact. It is the duty of all those employed by or involved with the pre-school in a voluntary capacity to prevent the neglect, physical, sexual or emotional abuse of all children with whom they come into contact.

We intend to create an environment in our group in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. All staff and committee are made aware of their responsibilities under government "prevent" guidance see separate policy

Procedures

- Prevent abuse by means of good practice.
- Physical punishment, such as smacking or shaking, will be neither used nor threatened.
- Children will never be sent out of the room by themselves.
- Techniques intended to single out and humiliate individual children such as the 'naughty chair' will not be used.
- Adults will not shout or raise their voices in a threatening way.
- Adults will not be left alone for long periods with individual children or with small groups.
- An 'enhanced level' DBS check will be required before any adult is left unaccompanied with a child. This will include taking children to the toilet.
- Any change of nappy will be carried out by an adult who has an 'enhanced level

DBS check and this duty will be carried out in a place that preserves the child's dignity but does not prevent other adults from seeing and hearing.

- Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- The layout of the playrooms and outside areas will ensure all children are always with sight and/or hearing of an appropriate adult.
- All activities will be carefully planned and appropriate for the children in our care.

Exclude known abusers.

It will be made clear to applicants for posts within the group that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.

All applications for work within the group, whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide references. All such references will be followed up. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought.

All appointments, both paid and voluntary, will be subject to a probationary period and will not be confirmed until a DBS check has been completed satisfactorily and the group is confident that the applicant can be safely entrusted with children

Recognising and responding appropriately to suspicions of abuse.

We will seek out training opportunities for all adults involved in the group to ensure that they recognise the symptoms of possible physical abuse, neglect, emotional abuse and sexual abuse. Change in children's behaviour/appearance will be investigated. Procedures for these investigations along with definitions of abuse are laid out at the end of these policies.

The group operates in accordance with the West Sussex Safeguarding Children Partnership via Integrated Front Door which outlines how to recognise abuse and respond to it. Confidential records kept on children about whom the group is anxious will be shared with the IFD if the group feels that adequate explanations about the changes in the child's condition have not been provided. The telephone number for IFD is 01403 229900

If a report on a child is to be made to the authorities, the child's parents will be informed at the same time as the report is made. The group will maintain ongoing contact with the registering authority, including names, addresses and telephone numbers of individual social workers, to ensure that it would be easy in any

emergency, for the group and the IFD to work well together. Records will also be kept of the local NSPCC contact, or other contact(s) as appropriate.

Parents will normally be the first points of reference, though suspicions will also be referred as appropriate to IFD. All such suspicions and investigations will be kept confidential, shared only with those who need to know. The people most commonly involved will be the member of staff/key person, the supervisor and the management committee chair.

Keep records.

Whenever worrying changes are observed in a child's behaviour, physical condition or appearance, a specific and confidential record will be set up, quite separate from the usual on-going records of the children's progress and development. The record will include, in addition to the name, address and age of the child: timed and dated observations, describing objectively the child's behaviour/appearance, without comment or interpretation; where possible, the exact words spoken by the child; the date, name and signature of the recorder.

Such records will be kept in a separate file and will not be accessible to people in the group other than the Supervisor, Chair and Key person or other member of staff as appropriate.

A guide to the information that should be kept in a record of concern is shown at the end of these policies.

Support families.

The group will take every step in its power to build up trusting and supportive relationships between families and staff and volunteers in the group. Where abuse at home is suspected, the group will continue to welcome the child and family while investigations proceed. Confidential records kept on a child will be shared with the child's parent.

With the proviso that the care and safety of the child must always be paramount, the group will do all in its power to support and work with the child's family.

Allegations made against a staff member.

If it is suspected that a member of staff has behaved in a way which has caused the harm or abuse of a child the details will be reported to the **Local Authority Designated Officer (LADO) 0330 2223339**

The LADO liaises with children's services and manages individual cases. Advice of LADO will be sought before any internal investigation is carried out. Depending on

the allegation, staff member will go home.

When is it necessary to contact the LADO?

- Member of staff has behaved in a way that harms or may harm a child.
- Possible criminal offence against a child has taken place.
- Member of staff poses a risk of harm.
- Member of staff's conduct outside of work breaches professional conduct and suitability for their role.

Full details must be recorded, any witness details obtained.

Contact with the LADO must be made within 1 day of the allegation.

LADO will evaluate and advise the next steps. The LADO decides whether it meets a threshold for investigation, contact with children's services and the police.

An allegation may be received from a parent, member of the public, or a member of staff. This can be reported to the Preschool Leader, Katie Bradley, or the Chair person of the Preschool Committee.

All staff have a responsibility to report if they suspect a member of staff is behaving in a way which causes harm or may cause harm to a child. The LADO will provide guidance before an internal investigation is begun. Any internal investigation, if not carried out following LADO advice, may jeopardise future police investigations.

Designated Safeguarding Officer

Our Designated safeguarding officers are Katie Bradley (01403 265793 or hcpkatieb@gmail.com) this representative is the first-person staff and volunteers should approach with concerns or suspicions of abuse. When she is not physically in setting the supervisor of the day will have contact details for Katie. Jemma Warren, supervisor, also experienced and trained to DSO level. In the event that Katie is uncontactable, Jemma should be approached with concerns or suspicions.

The representative is also responsible for ensuring the child protection policies and procedures are being implemented correctly. The representative will receive appropriate and adequate training in this area. If designated safeguarding officer is absent and the enquirer would rather speak to someone else other than her deputy then the matter should be referred to the Chair of the Committee.

Types of Abuse

It is generally accepted that there are four main types of abuse.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. A person might do this because they enjoy or need the attention, they get through having a sick child. Physical abuse can be caused through omission or the failure to act to protect.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve making a child feel or believe that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of, or consents to, what is happening. The activities may involve physical contact, including penetrative acts such as rape, buggery or oral sex or non-penetrative acts such as fondling. Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Boys and girls can be sexually abused by males and/or females, by adults and by other young people. This includes people from all different walks of life.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The Toxic Trio

Three issues: domestic abuse, mental ill-health, and substance misuse. These issues often co-exist. In households where one or more of the toxic trio affecting adults is present, children are at risk of harm. Where all three are present the risk of injury, or death, significantly increases.

Witchcraft

This abuse is linked to faith or belief. Concerns for a child's welfare have been identified, and could be caused by, a belief in witchcraft, spirit, or demonic possession, ritual or satanic abuse. The practices linked to faith or belief are

harmful to a child. Significant harm can occur because of concerted efforts to 'excise' or 'deliver' evil from a child.

Guidelines for responding to abuse or suspicion of abuse

DO

- **Do** treat any allegations extremely seriously and act at all times towards the child as if you believe what they are saying.
 - **Do** tell the child they are right to tell you.
 - **Do** reassure them that they are not to blame.
 - **Do** be honest about your own position, who you have to tell and why.
- **Do** tell the child what you are doing and when, and keep them up to date with what is happening.
- **Do** take further action - you may be the only person in a position to prevent future abuse - tell your nominated person immediately.
- **Do** write down everything said and what was done on a record of concern
 - **Do** seek medical attention if necessary.
 - **Do** inform parents/carers unless there is suspicion of their involvement.

DON'T

- **Don't** make promises you can't keep.
- **Don't** interrogate the child - it is not your job to carry out an investigation - this will be up to the police and social services, who have experience in this.
 - **Don't** cast doubt on what the child has told you, don't interrupt or change the subject.
 - **Don't** say anything that makes the child feel Responsible for the abuse.
 - **Don't Do Nothing** - make sure you tell your Nominated child protection representative Immediately - they will know how to follow this up and where to go for further advice.

Procedure for Suspected Abuse

- Child's behaviour/appearance gives rise to concerns

STAY CALM

1. Record observations. If child needs attention for physical injury, follow accident procedure.

2. Does the nominated DSO feel more corroboration is needed?

If **YES**; DSO has a confidential discussion with other preschool staff, observations are shared, DSO may contact Social services at this stage, have other members of the team noticed anything? Is there a consensus of concern?

If **NO** DSO reports to social services.

3. If **YES** at 2 continue to maintain records of observations, DSO may discuss staff concerns with the parents/carers of the child depending on the situation.

4. Maintain confidential records. DSO may report to concerns to social services.

Procedure for Disclosure of Abuse

A child says that they want to tell you something,
or begins to disclose what you think will be information about abuse.



STAY CALM

If the child asks you to keep it a secret you must explain that you may have to tell another adult in order for you both to feel safe.

Even if you do not ask for it to be secret, make it clear before they continue that you may have to tell someone else.

What are the circumstances?

Are there other adults or children within ear shot?

Do you need to move in order to keep the information confidential?



Listen to what the child has to say, then go as soon as it is practical to your nominated child protection rep. and outline the disclosure.

Make a record of this and keep it strictly under lock and key.

Keep any information or evidence you may need to show social services later.



The DSO may feel it necessary to draw in other members of the team for a confidential discussion, to gather other observations and keep staff informed of the situation.

The DSO will contact the Integrated Front Door for advice and support. This may develop into a formal report through social services.



REMEMBER

Don't dismiss a child's concerns

Listen carefully to what they say, don't jump to conclusions

Keep the child and you safe by telling your nominated DSO

If the child continues to attend Pre-school, make sure the team are aware of the issues

Items to be included in a Record of Concern

- Name of child
- Child's address
- Name of parent/carer(s)
- Phone numbers for parent/carer(s) and child
- What is said to have happened or what was seen?
- When and where did it occur?
- Who else, if anyone, was involved and how?
- What was said by those involved?
- Were there any obvious signs e.g., bruising, bleeding changed behaviour?
- Was the child able to say what happened, if so, how did they describe it?
- Who has been told about it and when?
- Do the parents know?
- Signature of person filing the record
- Date of record

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Safeguarding & Welfare requirement: Child Protection
Providers must have implemented a policy and Procedures to safeguard children

1.3 CHILD COLLECTION POLICY

Policy Statement

Children are in the care of the pre-school until they are handed over into the care of the parent/carer. The details of this policy will be explained to all new parents/guardians so that the procedure is clear.

Procedures

- When a child joins the Pre-school a list of contact details will be obtained from the parent/guardian. These details should state who will normally drop off/pick up the child and any other individual authorised to pick up the child on a regular basis e.g. grandparent, child-minder. Where possible, the parent will be encouraged to introduce these people to the staff before they first collect the child alone.
- If appropriate the parent/carer should provide the Pre-school with information about people who do not have legal access to the child.
- If the child is dropped off by the usual carer and the same person will collect the child, no further details need to be given.
- If a different person (other than a named carer) is to collect the child, a staff member should be informed and a child collection notification recorded in the rooms register.
- If during the course of a session the parent/carer realises that they are not going to be able to collect their child as planned they should telephone the Pre-school with the details of who will collect the child in their absence.
- Where the adult to collect a child is not known by the staff we will ask for the password that is recorded on the registration document before the child is released in to their care.
- If the parents/carer of a child are late on more than two occasions to collect a child, a late collection fee will be charged at £10 for every 15 minutes thereafter.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

1.4 POLICY FOR A CHILD NOT BEING COLLECTED

Policy Statement

In the event that a child is not collected by an authorized adult at the end of a session the setting puts into practice agreed procedures. These ensure that the child is cared for safely by an experienced and qualified practitioner who is known to the child. We ensure that the child receives a high standard of care in order to cause as little distress as possible.

The times and procedures for the collection of children are made clear to parents in the information given to parents prior to a child starting at the Pre-school. Occasionally, a parent may be delayed or the child 'forgotten' by another family member, friend or neighbour.

Procedures

- If a child is not collected after a reasonable time of the session finishing, the parent/carer should be contacted by telephone, followed by emergency contact numbers including parents' work numbers.
- If contact cannot be made known friends may be contacted for further information.
- The child will stay at the setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Under no circumstances should staff go to look for the parents nor do they take the child home with them.
- If no one is able to take the child and staff are not able to wait beyond a reasonable time, or the premises are needed for another user group, the Supervisor or another member of staff will contact IFD. The child can then be placed into their care.

We contact our local authority IFD care team:
Phone number 01403 229900

- A full written report of the incident is recorded in the child's file.
- Ofsted may be informed.
Ofsted Phone number 0300 123 4666
- This highlights the need for details to be given by parents of another family member, friend or neighbour who can be contacted in an emergency.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

1.5 POLICY FOR A MISSING CHILD

Policy Statement

Children are in the care of the pre-school throughout the session until they are handed over into the care of the parent/carer.

The Supervisor and staff will take every precaution necessary for the safety of the children while in their care.

Procedures

The following is observed to ensure the children cannot leave the premise.

- The session Supervisor and Staff will ensure that any access/exit doors are secured and the gates padlocked (the padlock key is on the keyring, kept in the kitchen, on hatch handle),
- the music on the entry door to Triangles is turned on and the high-level latch is used in both rooms.
- Windows in the quiet room although fitted with limited opening and suitable to remain open for ventilation when needed they should only be open when the area is supervised.
- The outside boundaries are checked each morning to ensure they are secure.

In the unlikely event of a child going missing the following procedures will be followed:

- The Supervisor will make a 'headcount' of all children present against the attendance register for that day to confirm that a child is missing.
- A member of staff will ensure that the child is nowhere else in the building or in the outside area, including the toilet area.
- A member of staff will search beyond the building in the road, etc.
- The parents will be contacted in case the child is with them.
- The police will be alerted following all the procedures being followed and the

certainty that the child is not on the premises and that the child has not been taken by the parent, with no record being made.

- The supervisor contacts the chairperson and reports the incident. The chairperson, with the management committee, carries out an investigation and may come to the setting immediately.
- It is important not to alarm the other children. It is also important to ensure that the attendance register is completed daily, that any telephone messages regarding absent children are noted and that any parent collecting a child early informs a member of staff before a child leaves the premises.

Outings

If a child is lost on an outing the following procedure will be followed

- The Supervisor will make a 'headcount' of all children present against the attendance register for that day to confirm that a child is missing. One staff member searches the immediate vicinity.
- The supervisor of the outing must contact the police and then the session supervisor who will contact the parents of the missing child.
- Staff must take the remaining children back to the designated collection point and arrange for the prompt collection of the children. One member of staff may be advised by the police to stay in the area where the child went missing.
- The session supervisor contacts the chairperson and reports the incident. The chairperson, with the management committee, carries out an investigation and may come to the setting/outing location immediately.

Safeguarding & Welfare requirement: Child Protection Providers must have implemented a policy and Procedures to safeguard children

1.6 Use of mobile phones cameras, recorders, smart watches

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 mobile phones, cameras, smart watches and recorders in the setting.

Procedures

Personal mobile phones

- Personal mobile phones belonging to members of staff are not used in areas assessable by children during working hours.
- In the event of an emergency, personal mobile phones may be used in the kitchen or in the main foyer of the hall with the permission of the Pre-school leader or supervisor. If the pre-school Leader or supervisor needs to use their phone, they should inform another member of staff prior to doing so in the designated areas.
- At the beginning of each individual's shift personal mobile phones should be stored in the phone box on the hatch in the kitchen of the triangles room or in the case of the staff in diamonds in the phone box on the worktop above the cupboards.
- Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency.
- If members of staff take their own mobile phones on outings for use in case of an emergency, they must not make or receive personal calls as this will distract them.
- Members of staff must not use their personal mobile phones or smart watches for taking photographs or recordings of children.
- Parents and visitors must not use their mobile phones whilst on the premises. Should a parent or visitor be seen with a mobile phone they will be asked to

leave it in the box in the kitchen. In the event of emergency visitors will be directed to the hallway where they can use their mobile phone.

Cameras and recorders

- Photographs and recordings of children are only taken for valid reasons ie to record their learning and development and display within the setting. Images maybe also used for training, advertising and promotion and to form historic archives, but this will only be done if parents signed to give agreement to photographs/recordings of their child being used in this way.
- Photographs or recordings of children are only taken on equipment belonging to the setting.
- Where parents request permission to photograph or record their own children at special events permission will first be gained from all parents for their children to be included.
- Photographs and recordings of children are only taken if there is written permission to do so. (found on the individual child's Registration Form)

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

1.7 Supervision Policy

It is now a legal requirement (EYFS safeguarding and Welfare requirements 2012) that all staff in direct contact with children receive regular supervision.

The aim of this policy is to provide a framework for the one-to-one supervision of any staff working for Holbrook Community Pre-school who are in direct contact with children.

This policy has been written following consultation, to ensure it meets the needs of the setting, the staff and their supervisors, regardless of their job role.

Promoting a safeguarding culture in the setting

Supervision will support and strengthen the safeguarding culture we are committed to in our setting.

Supervision will promote and model the following indicators of a safe setting

- Staff are respectful to all employees as well as children
- Staff are open about discussing good and poor practise
- Blame only occurs in extreme circumstances
- Leaders model the appropriate behaviour
- Staff are knowledgeable about the vulnerability of the children that they look after
- Children are listened to
- Staff are empowered to challenge poor practice
- Parents are encouraged to be involved in planning their child's care and are welcomed into the setting.

Policy Statement

Holbrook Community Pre-school aims to provide appropriate, responsive and flexible services for all the children in our care.

We can only do this if our staff

- Understand what is expected of them
- Have the skills, knowledge, behaviours, values and attitudes necessary to carry out their role

- Are fully supported in their work and managed effectively.

Supervision is one of the ways that this can be achieved. This policy sets out how staff can expect to be supervised and provides the pre-school leader with the key elements to supervise staff effectively.

Supervision will always keep a focus on the best interests of the children in the setting and promote their safety and well-being

Scope of Policy

This policy applies to all staff employed by Holbrook Community Pre-school that have direct contact with children.

Definition of supervision within the performance management framework at Holbrook

1. **Supervision**- a regular one to one meeting between the Pre-school leader and the member of staff in order to meet organisational professional and personal objectives.
2. **Appraisal** -an annual meeting (reviewed 6 monthly) where the staff member and the Pre-school Leader:
 - Review the individual's performance and identify what has gone well and what hasn't gone so well over the last year.
 - Set measurable objectives and/or targets in line with their team objectives and/or targets for the coming year
 - Have the opportunity to identify learning and development to help the individual carry out her job better now and in the future.

Functions of Supervision at Holbrook

The four main functions of supervision are

1. Management

This function is to ensure that the work for which the member of staff may be held accountable is carried out to a satisfactory standard. This will be achieved through discussion of:

- The overall quality of the member of staff's performance and work output/outcomes
- The policies and procedures relating to their work and that these are understood and followed
- The roles and responsibilities of the member of staff; that these are clearly understood including the boundaries and limits of their roles
- The development and monitoring of action plans/targets and objectives

- Monitoring of the member of staff's workload

2. **Learning and Development (continuing professional development)**

This function is to encourage and assist staff in reflecting on their own performance, identify their own learning and development needs and develop plans or identify opportunities to address those needs. This will be achieved by

- Helping staff identify their preferred learning style and barriers to learning,
- Assessing development needs and identifying learning opportunities
- Giving and receiving constructive feedback on performance
- Encouraging the staff to reflect on learning opportunities for example training courses and applying that learning to the work place

3. **Support (personal support)**

This function is to provide support for staff to carry out their role. The nature of the work as well as the effect of particular situations, incidents or personal issues may have an emotional impact on the staff member. Within the supervision context members of staff should be given the opportunities to reflect on the impact of the work upon them and prevent issues adversely affecting them and their work. This will be achieved through:

- Creating a safe environment within supervision where trust and confidentiality are maintained.
- Clarifying the boundaries between support and counselling in the supervisory relationship.
- Enabling and empowering expression of feelings in relation to the work role
- Monitoring the health of members of staff.

4. **Mediation (engaging the individual with the organisation)**

This function is to ensure that the relationship between the member of staff, their team, the setting and other agencies with whom they work are effective.

This will be achieved through

- Briefing Deputy Leaders about key issues raised by staff.
- Dealing sensitively but clearly with concerns and complaints about colleagues and others with whom their work
- Consulting and briefing staff on changes and developments that affect their area of work

- Advocating between staff member or team and other parts of the group for example parents, committee members, or with outside agencies.

Supervision methods at Holbrook Community Pre-school

One to One Supervision.

At Holbrook each member of staff regularly meets with the pre-school leader. All staff will have access to, one to one supervision that will take place in private at a pre-arranged time with an agreed agenda and preparation on behalf of both parties. This supervision will be carried out by the Pre-school leader.

Group Supervision

This can be used to complement individual supervision and will include

- Regular meetings with all staff, to discuss issues about their work or the way they work together as a team.
- Regular meetings with pre-school leader and members of staff who are in charge during sessions, to discuss issues about their work, or the way they work together as a team.
- Meetings with staff, to review progress towards meeting objectives and targets which have been set at appraisal.

Unplanned or "ad-hoc" supervision

The pace of work and changes and the frequency of supervision mean that staff will sometimes need to refer to their supervisor and/or the Pre-school Leader to check something out, obtain a decision or gain permission to do something in between formal supervision sessions. In addition, staff who work closely with the Pre-school Leader and/or the supervisors will be communicating daily about work issues, problems arising, and/or changes in procedures.

The following should be borne in mind when considering unplanned or ad-hoc supervision

- Any decision made with regard to a child or family should be clearly recorded on the child's records as appropriate.
- Where members of staff and the Pre-school Leader work closely together this does not negate the need for private one to one time together on a regular basis. The focus of these sessions is wholly on the individual, their development, performance and any issues arising from their work that do not arise on a day to day basis.

Frequency of Supervision

One to One Supervision

All staff will receive the following one to one supervision

Appraisal meeting in the summer term with the Pre-school Leader

Regular one to one meetings between pre-school leader and members of staff to coach in all areas and deal with any issues that arise.

Working towards a mentoring system, in which, more experienced members of staff support less experienced staff in their development, in all areas.

The frequency of any additional one to one supervision will be agreed between the two parties and will be recorded in the Individual Supervision Agreement.

Any additional one to one supervision should reflect

- The member of staff's level of expertise and competence.
- If the member of staff is a new member of staff supervision should take place on a more frequent basis to ensure an effective relationship is formed in the early days of the member of staff's employment.
- Particular circumstances that apply to the member of staff mean they may require more frequent supervision eg a difficult piece of work, personal difficulties or performance issues.

Group Supervision

Meetings involving all staff will take place at least once each half term.

Supervision Records

The recording of supervision is the responsibility of the Supervisor (ie pre-school leader or mentor). The following standards should be adhered to.

Recording standards

- The record should be detailed enough so that the issue can be revisited, if necessary, at a later date and still be understood. A short summary of the discussion and the decisions or action points arising from it should be sufficient in most cases.
- The member of staff should be given a copy of the record for signature within two weeks.
- Records should clearly detail any decisions that have been made and the reasons for these, any agreed actions including who will take responsibility and the timescale for carrying out these actions.
- The records should be signed and dated by both parties. If there is a disagreement as to the content of the record this should be recorded by the supervisor. A copy should be retained by both parties.
- Hard copies of supervision records must be taken. This is to safeguard both parties in the case of investigations (eg disciplinary or complaints investigation) and to ensure records are not altered in any way.

Confidentiality and Access

Supervision is a private but not a confidential process. This means that the records are the property of the setting not the individual. From time to time the Pre-school Leader or mentor will need to discuss the contents of supervision sessions with others; this should always be with the knowledge of the supervised member.

Access to supervision records should be controlled so that others who do not have a legitimate right to see the records cannot access them. However, members of staff should be aware that other than themselves and their mentor/Pre-school Leader, others will from time to time assess records.

These might include

Pre-school Leader

Committee Chairperson

Inspectors (eg Ofsted inspectors)

Storage and Retention

The individual Supervision Agreement and the supervision records will be held by the Pre-school Leader in a secure place.

When a supervised member leaves the setting the records should be retained for 2 years after the member of staff has left and then shredded.

Individual Supervision Agreements

The purpose of the Individual Supervision Agreement is to establish a basis for which the supervisor and the member of staff will work together during one to one supervisions. Ground rules should be established which should clarify the rights and expectations on both sides to create a safe, secure and effective supervisory relationship.

When establishing the supervision agreement the following should be discussed

- The purpose of supervision
- The frequency of supervision
- The venue for the supervision
- Any specific responsibilities of both supervisor and the member of staff
- The recording of supervision, including where records will be kept, how quickly records will be given to a member of staff for signature.
- The arrangement for any ad-hoc or unplanned supervision.
- The complaints and review procedure
- The practical arrangements eg if supervision has to be cancelled or rearranged, length of each session
- The arrangement for agenda setting (eg when agendas should be submitted, appraisal forms completed)

Individual Supervision Agreements may be changed according to the changing needs of the member of staff and should be reviewed annually

Monitoring the Supervision Process

To be effective the supervision process requires monitoring. The pre-school leader will ensure that

- The standards of supervision as outlined in this policy are being followed
- Supervision sessions are being recorded
- Individual Supervision Agreements are being developed, reviewed and used
- The supervision process promotes equal opportunities and anti-discriminatory practice.

Complaints

If a member of staff feels the terms of their supervision agreement are not being met they should discuss this in the first instance with the Pre-school Leader. If the complaint cannot be resolved by discussion with the Pre-school Leader the member of staff should raise the issue with the chairperson of the pre-school committee.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on
Date to be Reviewed -
Signed on behalf of the management committee
Name of Signatory.....
Role of Signatory

1.8 Whistle Blowing Policy

Policy Statement

Holbrook Community Pre-school is committed to the highest possible standards and recognises that its staff, students and volunteers are often the first to realise that there may be something wrong within the setting. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or they may fear harassment or victimisation. In these circumstances, it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

The Public Interest Disclosure Act 1998 protects workers who raise concerns from victimisation or harassment. In accordance with that Act and its commitment to the highest standards of service delivery, the setting actively encourages its workers with serious concerns about any aspect of the setting's practice or any adult's, volunteer or student's conduct to come forward and voice those concerns, in confidence, within the setting rather than overlooking a problem.

The aim of this policy and associated procedures is to establish an internal procedure that will encourage and enable staff, students and volunteers to raise serious concerns about any aspect of the setting's practice, (which do not meet the criteria for being dealt with as a complaint or grievance), in confidence and without fear of reprisals, to ensure that the setting continues to work within best practice and safeguard children.

Concerns that should be raised via the Whistle Blowing Policy may be in relation to the actions/behaviours of other staff, students or volunteers, or about something that is perceived as:

- unlawful
- failing to comply with the setting's policy and procedures
- poor practice
- Improper conduct.

Procedures

Procedures for reporting and investigating 'whistle blowing' concerns have been developed to ensure that:

- Staff or volunteers can raise concerns (no matter how small they may appear) internally as a matter of course, and receive feedback on any action taken.
- Concerns are taken seriously and dealt with quickly and appropriately.

- Staff and volunteers are reassured that they will be protected from reprisals or victimisation for whistle blowing in good faith.
- Staff and volunteers can take the matter further if they are dissatisfied with the setting response and seek external advice and guidance.
- Issues raised are addressed via other procedures and policies as appropriate, e.g. safeguarding policy, allegations against and adult working in a setting, grievance, disciplinary, health and safety.
- Appropriate records are maintained for monitoring purposes.

Raising a Concern

Staff should raise concerns with Pre-school Leader or if they prefer their mentor who will in turn pass the concern onto the Pre-school Leader. If the concern involves the Pre-school leader then it should be referred directly to the Chairperson of the Parent committee.

Concerns should be raised in writing and include:

- reference to the fact that it is a whistle blowing disclosure
- the background and history of the concerns
- names, dates and places (where possible)
- the reasons why the worker is concerned about the situation.

Staff who feel unable to put concerns in writing, can telephone or meet either the pre-school leader or their mentor, or if the concern involves the pre-school leader then they can telephone or meet the chairperson.

How the concern will be investigated

The action taken will depend on the nature of the concern. All matters raised (with the exception of allegations of abuse against a staff member / volunteer, or criminal or unlawful activity) will be investigated internally.

The appropriate person/s will investigate the concerns thoroughly, ensuring that a written response can be provided **within ten working days**.

The response should include details of how the matter was investigated, conclusions drawn from the investigation, and whom to contact should the worker be unhappy with the response and wish to raise the matter.

If the investigation cannot be completed within the timescale above, the worker should receive a response that indicates:

- progress to date
- how the matter is being dealt with
- how long it will take to provide a final response.

In order to protect individuals, initial enquiries (usually involving a meeting with the individual raising the concern), will be made to decide whether an investigation is appropriate and, if so, what form it should take. Concerns or allegations that raise

issues that fall within the scope of other policies/procedures, will be addressed under those procedures.

Some concerns may be resolved at this initial stage simply, by agreed action or an explanation regarding the concern, without the need for further investigation.

If you do not feel that the complaint has been dealt with effectively or you still have concerns, you have a right to refer your concerns to Ofsted.

Allegations of abuse against adults who work or volunteer in the setting

If an allegation of abuse is made against a staff member or volunteer, action will be taken as set out in the group's Safeguarding Children and Child Protection Policy (Section 1.2 of Policies document)

Ofsted Whistle blower hotline

If for any reason a person feels unable to raise the concern with pre-school in any capacity, it is possible to obtain free confidential advice from the Independent whistleblowing charity

Public Concern at Work via email at helpline@pcaw.co.uk or by phoning 020 7404 6609

If the person then decides that they wish to raise a concern but feel unable to deal with the Pre-school directly she/he can contact the Ofsted hotline by

- calling on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm)
- emailing at whistleblowing@ofsted.gov.uk
- writing to them at

WBHL
 Ofsted
 Piccadilly Gate
 Store Street
 Manchester M1 2WD

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Safeguarding and Welfare requirements: child protection Providers must have and implement a policies and procedures to safeguard children
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Section 1.9

The Prevent Duty and Promoting British Values

Policy Statement

From the 1st July 2015 all registered early years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism" This duty is known as the Prevent Duty.

Holbrook Community Pre-School will ensure that we adhere to and achieve the Prevent Duty by endeavouring to

1. Ensure that our Designated Safety Officers undertake Prevent Awareness Training so that they can offer advice and support to other members of staff
2. Provide appropriate training for staff as soon as possible, so that they understand the risk and can respond in an appropriate and proportionate way. Part of this training will enable staff to identify children who may be at risk of radicalisation. Radicalisation is a gradual process which takes place over a period of time.
3. Build children's resilience and promote their understanding of fundamental British Values.
4. Be aware of the online risk of radicalisation through the use of social media and the internet.
5. Ensure staff will be alert to changes in children's behaviour which could indicate that they may need help or protection.
6. Act when we observe behaviour of concern within any families who attend our setting. The key person approach means we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly
7. Assist and advise families who raise concerns with us, and to point them in the right direction and the right support mechanisms.

8. Ensure that any resources used in the setting are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

In the event that staff become concerned about a child at risk of radicalisation we will follow our safeguarding procedure.

- Alert our safeguarding leading
- Contact the local police
- Department of Education for further advice 0207 3407264

Promoting British Values

Holbrook Community Pre-school will promote British values by

Democracy: Making decisions together

- Staff will encourage children to see their role in the bigger picture, encouraging them to know their views count, but also to value each other's views and values.
- Staff will encourage children to talk about their feelings for example when they do or do not want help
- Staff will support the decisions that children make and provide activities that involve turn taking, sharing and collaboration.
- Staff will give the children opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of Law: Understanding that rules matter

- Staff will ensure that children understand their own and other's behaviour and its consequences and to distinguish right from wrong.
- Staff will collaborate with children to create the rules and codes of expected behaviour for example agreeing the rules about tidying up and ensure all children understand rules apply to everyone

Individual Liberty: Freedom for all

- Children need to develop a positive sense of themselves. Staff will provide opportunities for children to develop their self-esteem, self-knowledge and increase their confidence in their own ability for example allowing children to take risks in a controlled environment and talking about their experiences and learning.
- Staff will encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand that everyone is free to have their own opinions.

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

- Staff will encourage and explain the importance of tolerant behaviours such as sharing and respecting other people's opinions
- Staff will promote diverse attitudes and challenge stereotypes, for example sharing stories that reflect and value diversity of children's experiences
- staff will create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community
- staff will help children to acquire a tolerance and appreciation of and respect their own and other cultures, and to learn about similarities and differences between themselves and other among families, faiths, communities, cultures and traditions.

What is not acceptable in our setting

- Actively promoting intolerance of other faiths, cultures and races
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community
- Failure to challenge behaviours (whether this is staff, children or parents)

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Section 1.10

Identification and Prevention of FGM

Policy Statement

In line with our Safeguarding, Prevent Duty and British Values policies at Holbrook Preschool we will be aware of the signs of Female Genital Mutilation (FGM). We will follow the same procedures as under Safeguarding if we suspect FGM to have taken or be likely to take place. It is our duty to safeguard the victims, or potential victims against this practice.

FGM is still practiced in parts of Africa, the Middle East and Asia. FGM is also known as circumcision or cutting. It causes long term physical and mental health problems and is illegal in the United Kingdom.

When practised FGM is justified through religious, social and/or cultural argument.

Identification

- Changes in children's walk, physical appearance.
- Changes in children's toileting habits.
- Discomfort
- Becoming withdrawn.
- Changes to behaviour
- Particularly following a period of absence.
- Reference to Department of Health and the NSPCC

Procedures

In the event that staff become concerned about a child at risk of FGM or suspected to have been the victim of FGM, we will follow our safeguarding procedure. Refer to Child Protection Policy 1.1 and 1.2

- Alert our safeguarding leading
- Contact the local police
- Department of Education for further advice 0207 3407264

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Section 2.0 Suitable People

Safeguarding & Welfare Requirement: Suitable People.

Providers must ensure that people looking after children are suitable to fulfil the requirements of their role

Employment

2.1 EMPLOYMENT POLICY

(Includes suitability, Contingency plans, Training and Development)

Policy Statement

We meet the safeguarding and welfare requirements of the Early Years Foundation stage ensuring that our staff are appropriately qualified. We carry out checks for criminal and other records through the DBS in accordance with statutory requirements

Procedures

- When a vacancy arises the committee and staff together will assess the role and hours to be filled.
- The vacancy will be advertised in a suitable location, firstly within pre-school and the network around and then appropriate social media.
- Applicants will be sent an application form, together with a job description, which sets out their staff roles and responsibilities.
- Successful applicants will be invited to an interview. The interviewing panel should ideally consist of at least one staff and one committee member.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital

status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applications will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.

- The vacancy can then be offered to the most suitable candidate.
- The successful candidate can commence employment as required but will not be left in sole attendance of any child until they hold an Enhanced DBS Certificate and satisfactory character references have been received (please see 'Child Protection - Policy and Procedures' for further details).
- The employee and a trustee must sign the contract of employment before employment commences.
- We use Ofsted guidance on obtaining references and enhanced DBS checks for staff and volunteers who will have unsupervised access to children or be in a position of trust. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.

Changes to staff

- We inform Ofsted of any changes in the person responsible for our setting.

Training and staff development

- Our setting leader and Supervisors all hold a full and relevant Level 3 qualification. At least half of all other staff members, in session to meet minimum ratio requirements, hold a full and relevant 2 qualification as a minimum.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Early Years Alliance, external agencies and internally.
- Our setting budget allocates resources to training.
- We provide staff induction training that starts as employment commences. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.

Staff Taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication will not impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- In this term time only setting, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.
- We have bank staff in place to cover staff absences and have qualified pre-school assistants who are able to step up to cover Pre-school supervisor roles.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Safeguarding & Welfare Requirement: Suitable People.

Providers must ensure that people looking after children are suitable to fulfil the requirements of their role

Employment

2.2 STAFF SICKNESS POLICY

Policy Statement

- When a staff member is not well enough to perform his/her duties at Pre-school it will be his/her responsibility to arrange cover for those sessions for which he/she will not be present, in a timely manner, and to inform the session supervisor of the changes.
- The cover must be such that correct ratios of qualified staff to children are maintained across the building.

Procedures

- Permanent staff members will be entitled to claim up to one week of sick pay each academic year. A 'week' will equate to the number of days a week the staff member is contracted to work i.e. if the employee works a three day week they will be able to claim a maximum of three days paid sickness absence in an academic year.
- Where a longer period of absence is necessary the committee will look at each case individually and the terms of the absence will be agreed on a case by case basis. A rota of staff cover for the period of the absence will be arranged.
- Statutory sick pay will follow latest government guidelines

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Safeguarding & Welfare Requirement: Suitable People.
 Providers must ensure that people looking after children are suitable to fulfil the requirements of their role

Employment

2.3 DISCIPLINARY PROCEDURE FOR EMPLOYEES

Policy Statement

It is hoped that any minor disagreements between staff or staff/committee can be resolved informally by discussion. However, whenever there is a need to conduct a disciplinary process the following procedures will be followed.

Procedures

Disciplinary procedure

Instant dismissal is possible only in extreme circumstances of gross misconduct, examples of which would be:

- Ill treatment of children.
- Theft or fraud.
- Assault.
- Malicious damage.
- Gross carelessness that threatens the health and safety of others.

Other disciplinary matters will be dealt with in three stages:

1. An oral warning.
2. A written warning.
3. A notice of dismissal.

All stages will be held in private and the details of the hearings kept confidential.

A friend or official may accompany an employee at each stage if they wish, and that person may speak on their behalf.

1. Oral Warning

- The employee will be interviewed by their line manager, who will explain the complaint.
- The employee will be given full opportunity to state their case.
- If the warning is still considered to be appropriate the employee will be told:
 - What action should be taken to correct the conduct
 - If the employee fails to improve then further action will be taken
 - That a record of the warning will be kept and the warning shall be in place for 6 months
 - That they may appeal against any decision taken.

2. Written warning

If an employee fails to correct their conduct and further action is necessary:

- The employee will be interviewed and then given an opportunity to state their case as before
- If the need for disciplinary action is established a letter will be sent to the employee immediately.
- The letter will:
 - Contain a clear reprimand and give the reason for it
 - Explain what corrective action is required and that a reasonable time for improvement will be given
 - Warn that failure to improve will result in further action being taken
 - Explain that they have a right to appeal against any decision.
 - Depending on the nature of the offense, an indication of how long the current warning will last.

3. Notice of Dismissal

If an employee still fails to correct their conduct then:

- The employee will again be interviewed by a panel including preschool leader and committee representative. The employee is given the opportunity to state their case as before.
- If the decision is to dismiss, the employee will be given notice of dismissal, stating the reasons for dismissal and giving details of the right to appeal.

Appeals

At each stage of the disciplinary procedure the employee will be told that they have the right to appeal against any action. The appeal must be made in writing to the Pre-school secretary within 5 days of a disciplinary interview. The preschool committee will hear the appeal as soon as possible (within 20 days). The procedure will be informal and an employee may take a friend or official to speak for them.

- The employee will explain why they are dissatisfied and may be asked questions
- Witnesses may be heard and may be asked questions
- The committee will consider the matter and make known its decision
- A written record of the meeting will be kept. If an employee remains dissatisfied, they may appeal to the Early Years Alliance.

Suspension

If circumstances appear to warrant instant dismissal, an employee may be suspended, on full pay, while investigations are made.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Safeguarding & Welfare Requirement: Suitable People.

Providers must ensure that people looking after children are suitable to fulfil the requirements of their role.

Employment

2.4 STUDENT PLACEMENTS

Policy Statement

This setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

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

Procedures

- 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 take out employers' liability insurance and public liability insurance which covers both trainees and voluntary helpers.
- Students will not be admitted in numbers that hinder the essential work of the group.
- Students must be confirmed by their tutor as being engaged in a bona fide childcare course, which provides necessary background understanding of children's development and activities. Such courses may include NVQ, childcare courses with Collyer's/Crawley College and the Early Years Alliance, and also work experience placements through local secondary schools. We also support local and national initiative like take your daughter to work.
- Students required to conduct individual child studies will obtain written permission from the parents of the child to be studied.
- Any information about the children or the group must remain confidential.
- Students will not 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.

The following procedure will be adhered to when a student requests a placement.

Mature Students

- The student must complete a personal information sheet giving contact details and details of the course they are studying.
- Students will be requested to provide DBS details that Pre-school will check.
- Parents will be notified, via the newsletter and /or noticeboard, of students who will be coming to pre-school.

Sixth Form and Work Experience Students

- The school or college will contact Pre-school in writing to request a student placement. This letter will give details of the student, the course they are studying and when they would like to attend.
- Parents will be notified, via the newsletter, of when students will be attending pre-school, giving their first name only.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on
Date to be Reviewed -
Signed on behalf of the management committee
Name of Signatory.....
Role of Signatory

Section 3.0

Staff Qualifications, Training, Support and Skills

Safeguarding and Welfare Requirement: Staff Qualifications, Training and Support Skills

Providers must ensure that all staff receives induction training to help them understand their roles and responsibilities.

Employment

3.1 Induction of staff, volunteers and managers

Policy Statement

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

Procedures

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all staff and volunteers, including management committee members.
 - Familiarising with the building, health and safety and fire procedures.
 - Ensuring our policies and procedures have been read and are carried out.
 - Introduction to parents, especially parents of allocated key children where appropriate.
 - Familiarising them with confidential information where applicable in relation to any key children.
 - Details of the tasks and daily routines to be completed.
 - The manager inducts new staff and volunteers. The chairperson or senior manager inducts new managers.
 - During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
 - Successful completion of the induction forms part of the probationary period.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Section 4.0

Key Person

General Welfare Requirement: Key Person

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

Child Care practice

4.1 KEY PERSON AND SETTLING-IN POLICY

Policy Statement

Holbrook Community Pre-school operates a Key Person system to foster good relationships with children, parents and carers. We believe that children settle best when they have a key person to relate to, who knows them and their parents/carers well, and who can meet their individual needs.

Procedures

Key Persons are allocated once a child has been with the setting for half a term or so. Consideration is given to the following: -

- Days attended by the child and Key Person.
- Siblings to have the same Key Person where possible.
- Relevant life experiences and staff skill sets.
- Allocations will be changed when contact cannot be maintained or a change will benefit child parents/carers and or key person.
- New children are divided between the staff fairly with a view to the number of sessions worked and the existing number of key children.

Key Persons responsibilities are to: -

- Read the Registration form and attend a home visit if possible.

- Show the family the Learning Journal and explain the reporting system in place.
- During sessions make notes and update the Learning Journal as necessary and if a problem is highlighted refer to the Special Educational Needs Co-Ordinator and continue observations.
- Collect appropriate evidence of development and update the Learning Journal.
- Prepare termly learning, development plans and leavers reports for their key children in consultation with parents and carers.
- Be aware of areas you have not observed progress and address by informing planning.
- On a regular basis, where possible, complete a 'Please ask me about' card for each key child.
- Pass on any observations of other staff's key children.
- Bring any concerns to the next staff meeting or if urgent discuss after the session with the Supervisor.
- Share all relevant information as required to support child's learning and development eg completion of next steps, stages and progress reports.

Settling-in

- Encourage parents and carers to visit the group with their child during the weeks before admission.
- Each family will be offered a home visit before term begins.

The main aims of the visit are:

- to meet the child in surroundings that are familiar to them
- to answer any questions the parent may have
- to ensure all of our records are up to date (e.g. registration form details)
- to discuss with his/her parents the best way to help the child settle into the Pre-school.
- Reassure parents whose children seem to be taking a long time to settle in.
- Make clear to families from the outset that they will be supported in the group for as long as it takes for their child to settle
- Encourage parents, where appropriate, to separate from their children for brief periods at first, building up to longer absences.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Section 5.0

Staff: Child Ratios

Safeguarding and Welfare Requirements: Staff: child Ratios
Staffing arrangements must meet the needs of all children and ensure their safety

5.1 Staffing

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks in accordance with statutory requirements.

Procedures

In our group we

- Use the following ratios of adult to children
 - Children aged two years; 1 adult: 5 children
 - Children aged three to 5 years: 1 adult: 8 children
- Have a key person system which ensures that each child and family has one named member of staff who plans with parents for the child's wellbeing and development in the setting.
- Have regular staff meetings for curriculum planning and updating of practise and procedures and to discuss the children's progress and resource needs
- Ensure that all staff hold relevant and up to date qualifications, making provision for any necessary training for the benefit of the group and for individual professional development;
- Support the work of the staff through monitoring, appraisal and our mentoring system
- Have a commitment to recruiting, appointing and employing staff in accordance with all relevant legislation, whilst ensuring that staff are 'warm', welcoming and have a love of working with children.

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Section 6

Health

Safeguarding and Welfare requirement: Health

Providers must have and implement a policy and procedures, for administering medicines. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up to date

6.1 Administering Medicines

Policy statement

Whilst 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.

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 medicine 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 it is advised that the parent keeps the child at home for the first 48 hours to ensure that there are no adverse effects, as well as to give time for the medication to take effect.

Procedures

- Children taking prescribed medication must be well enough to attend the setting
- Only medication prescribed by a doctor (or other medically qualified person) is administered. It must be in date and prescribed for the current condition (medicines containing aspirin will only be given if prescribed by a doctor)
- If a child is on prescribed medication the following procedure will be used: If possible, parents should administer all medication. If not, the medication can only be administered following consultation with the staff and complying with

the group's insurance. A medicine form giving clear instructions for administering must be completed.

- The administration of medicine is recorded accurately in our medication record book each time it is given and is signed by the key person/ supervisor. Parents are shown the record at the end of the session and asked to sign the record book to acknowledge the administration of the medicine.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant members of staff by a health professional. This must consider the possibilities of staff absences.

Storage of medicines

- All medication will be stored according to instructions and safely.
- The supervisor that day is responsible for ensuring medicine is handed back at the end of the day to the parent/carer.
- 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

- A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the SENCO alongside the key person and setting manager. 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 they think maybe 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 arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.

- A health care plan for the child is drawn up with the parent; outlining the key's person's role and what information must be shared with other staff who care for the child.
- The health care plan should include measures to be taken in an emergency.
- The health care plan is reviewed every six months by the SENCO, or more frequently if necessary. This includes reviewing the medication e.g. changes to the medication or the dosage.
- Parents receive a copy of the health care plan and each contributor, including the parent, sign it.

Managing Medicines on trips and outings.

- If children are going on outings, staff accompanying the children include the key person for the child with a risk assessment, or another member of staff 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 and the name of the medication. A record should be made of when medication has been given. On return to the setting the details should be transferred to the medicine record book and the parents should sign it.
- If a child on medication has to be taken to hospital the child's medication is taken in a sealed box clearly labelled with the child's name and the name of the medication. There should be a copy of the consent form signed by the parent inside the box.

Legal framework

- The Human Medicines Regulations (2012)

<p>The Policy was adopted at a meeting of Holbrook Community Pre-school held on</p> <p>Date to be Reviewed -</p> <p>Signed on behalf of the management committee</p> <p>Name of Signatory.....</p> <p>Role of Signatory</p>

Safeguarding and Welfare requirement: Health

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

6.2 Managing children who are sick, infectious or with allergies (Including reporting notifiable diseases)

Policy Statement

We provide care for healthy children through preventing cross infection of viruses and bacterial infection and promote health through identifying allergies and preventing contact with the allergenic substance.

Illness

- Parents are asked to keep their children away from pre-school and inform staff as to the nature of their illness if the infection is contagious. If the child has been vomiting or had diarrhoea parents are asked to keep them away for at least 48 hours after the last attack.
- Parents will be informed if there is any infection, such as head lice, scabies, worms or childhood infectious diseases within the preschool community.
- Staff will be aware of how to promote children's health care including how to identify head lice. Parents will be informed when head lice noticed and given initial advice on treatment.
- If the children of staff are unwell, they will not accompany them to work.
- Cuts or open sores will be covered with an appropriate dressing.
- If children appear unwell during the day, have a temperature, sickness, diarrhoea or pains particularly in the head or stomach, the supervisor calls the parents/carer and asks them to collect the child.

- The setting has a list of excludable diseases and current exclusion times

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 the Health Protection Agency.
- When the setting becomes aware, or is formally informed of the notifiable disease, the pre-school leader informs Ofsted and acts on any advice given by the Health Protection Agency.

Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the Registration Form.
- If a child has an allergy, the following details will be noted

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 eg rash, swelling, breathing problems

What to do in the case of allergic reactions, any medication used and how it is to be used.

- A list of children with known allergies is kept for staff to access at snack time and when risk assessing play opportunities.
- A note of any known allergy is made next to the child's name in the register, and also on the back of their self-registration triangle/diamond
- We are a nut free zone.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party or as part of packed lunch.
- If a child has an allergy which may require the use of adrenaline injections (Epipens), the setting must have

A letter 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 staff to administer medication;

Proof of training in the administration of such medication

Copies of the above documents must be sent to the setting's insurance provider to obtain written confirmation that the insurance has been extended.

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Role of Signatory

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Health and Safety

6.3 IN THE EVENT OF AN ACCIDENT POLICY

Policy Statement

The safety of the children at all times is a prime consideration in all that takes place at the pre-school.

In all that the children do at the pre-school, the activities inside and outside, the moving around the setting from one activity to another, using equipment for physical development, staff are aware of the safety aspects for the children. Nevertheless, accidents do happen and staff will be trained in first aid.

The first aid kit will be kept up to date with contents, in a safe place when not in use, but readily available throughout the session. The Preschool leader will be responsible for this.

Procedures

Most accidents will be minor ones e.g. falling over, bumping heads, bumping into something or someone.

- In the case of such an accident a member staff trained in First Aid will be responsible for the aid given (NB Plasters **MUST NOT** be used) and for ensuring that the child is fit to continue the session.
- If the staff are unsure that the child is fully recovered, the parent/carer will be contacted and asked to collect the child. If the parent/carer cannot be contacted the child will be cared for by a member of staff.
- The accident details should be written in the Accident Book giving date, time, details of occurrence, treatment given and signed by the member of staff who saw or dealt with the injury. This is reviewed with the parent/carer at end of session, signed by the parent/carer who may make a digital copy with their mobile phone of this accident report only, for their own records.
- Our accident book is reviewed half termly to identify any potential hazards.
- A note detailing a head injury will be given to the parent in addition to any verbal feedback.

A more serious accident could be a suspected fracture or break of a limb, a deep cut which would need stitches, a child who has not recovered from a fall or bump. In the event of a more serious accident the following procedure should be followed:

- The parent/carer is to be contacted, informed of the accident and the need for professional help. The parent, if transport available will probably wish to take the child to hospital/doctor.
- If there is a need for immediate treatment, the emergency ambulance service should be contacted, giving details of the injury, location of the setting. The parent/carer should be contacted and informed of what has been done.
- In the event of the parent/carer not being available, a member of staff should accompany the child to hospital (taking the registration form details with them) but ensuring that the remaining staffing levels for the other children are adequate.
- It is important that no one panic and that the other children are reassured.
- The accident details should be written in the Accident Book giving date, time, and details of occurrence, treatment given and signed by the member of staff who saw or dealt with the injury.

- In the event of an incident requiring medical intervention OFSTED will be informed.
- When there is an injury requiring a GP or hospital treatment to a child, parent, volunteer or visitor or where there is a death on the premises we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR).
- We meet our legal requirements to the safety of our employees by complying with RIDDOR. We report to the Health and Safety Executive any injury or accident to a member of staff requiring treatment by a GP or hospital and any dangerous occurrences.

Legal framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995)

<p>The Policy was adopted at a meeting of Holbrook Community Pre-school held on</p> <p>Date to be Reviewed -</p> <p>Signed on behalf of the management committee</p> <p>Name of Signatory.....</p> <p>Role of Signatory</p>

<p>Safeguarding and Welfare requirement: Health</p> <p>The provider must promote the good health of the children attending the setting. They must have a procedure, discussed with parents and/or carers for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.</p>
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Promoting Health and Hygiene

6.4 REFRESHMENTS POLICY

Policy Statement

This setting regards snack time as an important part of its day. It represents a social time for children and adults and reinforces healthy eating. Snack time aims to provide nutritional food, which meets the children's individual dietary needs.

Procedures

- It is our policy to provide a healthy mid-morning snack and including a drink of water or semi-skimmed pasteurised milk.
- The snack will vary from day to day and a choice will always be given.
- Snacks will include items such as fruit, bagels, sandwiches, cheese & biscuits, fruit loaf etc. Breadsticks and raisins will always be available for those who do not like the days snack.
- Children will be seated at a table for the duration of snack time. A member of staff is seated with the children to supervise and ensure that snack time is a social occasion. It is learning opportunity: staff will engage children in conversation about the need for a balanced diet. Staff will make use of opportunities to develop self-confidence.
- A list of children with known allergies is kept and will be checked before any items are consumed.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- Preschool is a nut free zone. At time of registration parents are made aware of this. At the time of employment staff are made aware of this.
- Snack time is used to help children to develop independence through making choices, collecting their own utensils and on occasions preparing their food.
- Fresh drinking water is available for the children throughout the session.
- After contact with foodstuffs children will be supported to adequately clean their skin and clothing in the bathroom.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Safeguarding and Welfare requirement: Health

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Health and Safety

6.5 Birthday Policy

- Birthdays are marked with the children. Usually singing songs and wishing happy birthday during the session. There will be a special mat at snack time and banners to mark the occasion.
- We do not encourage children to bring in presents or share food from home.

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Name of Signatory.....

Role of Signatory

Safeguarding and Welfare requirement: Health

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Promoting Health and Hygiene

6.6 LUNCH POLICY

Policy Statement

This setting regards lunch club as an important part of the day. It represents a social time for children and adults and reinforces healthy eating. Staff open up conversations about healthy eating and self-care to include teeth cleaning. Staff make use of opportunities to support independence.

Procedure

- Lunch box placed on lunch box trolley on arrival at setting by child.
- At lunch time children are supervised to wash hands
- Children collect own lunch box
- Children sit at table, previously sanitised by staff, opens own lunch box and eats from it.
- Children are encouraged to eat their own lunch in order starting with sandwich/pasta/salad, followed by fruit or vegetables, yoghurt/pudding, and lastly sweet biscuits/cake.
- At least one member of staff at each table of up to 8 children ensuring hygiene, safety and no sharing of food.
- Staff eat their own lunch with the children. Model the correct way to eat the contents on the lunch box. Assisting with opening packets, cartons etc
- When contents are finished children encouraged to tidy up their own place setting; wrappers etc into the bin, close their own lunchbox and return it to the trolley.
- Children supervised to wash hands and face.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

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Name of Signatory.....

Role of Signatory

Safeguarding and Welfare requirement: Health

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

Promoting Health and Hygiene

6.7 PERSONAL CARE

Policy statement

Assisting children to develop their own personal care skills. Nappy changing, toilet training and using the bathroom are opportunities for the development of self-care skills. We encourage children to learn how to look after themselves, building confidence in the area of self-care and subsequently self-esteem. This in turn has a positive impact on children's development in all areas.

Nappy changes

- Where possible the key person will be responsible for the timely change of a child's nappy.
- During the first few days in setting the key person will ensure that they chat over any particular needs during nappy change with parents. Parents will be encouraged to use pull ups where possible rather than nappies so that children can become involved in their own nappy change when ready.
- Staff will discretely change children's nappies either behind the registration screen in the main room or using the bathroom. It is to be a procedure that the child is involved in themselves as they grow and develop towards toilet training. Through encouragement to find their own bag ready for changing to managing their own clothing, children will begin to learn what is theirs and how to take care of themselves.

Learning to use the bathroom

- When children and their families are ready, children will be supported to learn how to take themselves to the bathroom, manage their own clothing and attend to their own toileting.
- During the first few days the key person will ensure that they chat over any particular needs in the bathroom with parents; showing both parent and child where they will go to the toilet.

- Timely reminders will encourage children to use the bathroom.
- Children will be supervised to attend to their own toileting needs. Assistance will be given to manage their own clothing.
- Following using the toilet children's hand washing will be supervised
- As independence in using the bathroom develops, staff will take a step back but remain on hand to provide assistance and supervise.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Section 7

Managing Behaviour

Safeguarding and Welfare Requirement: Managing Behaviour
Providers must have and implement a behaviour management policy and procedures.

7.1 SOCIAL DEVELOPMENT POLICY (Including Behaviour Management)

Policy Statement

Our aim is to provide an environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Our Preschool Leader is responsible for overall behaviour management in the setting: On a day-to-day basis the behaviour will be overseen by the session supervisor who liaises with the lead practitioner.

Procedures

In order to achieve this:

- Adults in the group will praise and encourage good behaviour.
- Rules governing the behaviour of children will be discussed and agreed by staff.
- All adults in the group will ensure that rules are applied consistently, so that the children have the security of knowing what to expect and how to behave.
- All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

When children behave in unacceptable ways:

- Physical punishment, such as smacking or shaking, will be neither used nor threatened.
- Children will never be sent out of the room by themselves.
- Techniques intended to single out and humiliate individual children such as the

"naughty chair" will not be used.

- Children who display negative behaviour will be given one-to-one adult support in identifying what was wrong and working towards a better pattern.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- In any case of negative behaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Adults will not shout, or raise their voices in a threatening way.
- Adults in the group will make themselves aware of and respect a range of cultural expectations.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Recurring problems will be tackled by the whole group, in partnership with the child's parents, using objective observation records to establish an understanding of the cause.
- Adults will be aware that behaviours may arise from a child's special needs.
- Before dealing with any behavioural problems the ABC of behaviour management will be observed.

- A Antecedent** - What happened before the behaviour?
What may have provoked the incident?
- B Behaviour** - What actually happened that was unacceptable?
- C Consequences** - What happened after the behaviour, was there any pay off for the child.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Safeguarding and Welfare Requirement: Managing Behaviour
Providers must have and implement a behaviour management policy and procedures.

7.2 EXCLUSION POLICY

Policy Statement

Where a Child's behaviour is inappropriate for the setting and detrimental to the care of the other children and staff a child may be excluded from the group once the following steps have been taken.

Procedure

- The Pre-school Leader will inform the parents of the problem.
- The child's' Key person will work with parents to identify the possible cause of the behaviour and try to find a possible solution together. Then the Pre-school Leader and Key person will devise an individual education plan, which will be put in place. One to one support may be applicable.
- A review date will be set as appropriate.
- At the review if there is no significant improvement, the parent will be contacted by the Chairperson and Pre-school Leader and may be asked to withdraw their Child.
- The Child will be permanently excluded and the place re-allocated.

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Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Section 8

Safety and Suitability of Premises, Environment and Equipment

Safeguarding and Welfare requirement: Safety and Suitability of Premises, Environment & Equipment.

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises.

Health : The provider must promote the good health of the children attending the setting.

8.1 HEALTH AND SAFETY POLICY

Policy Statement

This setting believes that the health and safety of children is of paramount importance. We aim to make our setting a safe and healthy place for children, staff and volunteers. We make children, staff and volunteers aware of health and safety issues and 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 Katie Bradley. We ensure that she has undertaken health and safety training and regularly updates her knowledge and understanding.

We display the necessary health and safety poster in the Triangles room.

Insurance Cover

We have public liability and employer's liability insurance. The certificate for public liability is displayed in the hall foyer.

Procedures

We will ensure that:

- Adults supervise all children at all times.
- A register of adults (including students) and children is kept daily. Visitors will be required to sign in and out at the rear of the Register.

- A book is available for the reporting of accident/incident. Regular checks are made of the accident and incident records so that any patterns in the circumstances can be picked up, investigated and acted upon where necessary.
- In the event of an incident requiring medical intervention OFSTED will be informed.
- Low level glass is safety glass.
- Heaters and electrical wires are adequately guarded.
- All dangerous materials (medicines and cleaning fluids) are stored out of the children's reach.
- Children do not have access to kitchens, cookers or cupboards storing hazardous materials including matches. In exceptional circumstances where access to the kitchen is necessary a staff member will always be present.
- The premises are checked before and after each session.
- Adults do not walk about with hot drinks or put hot drinks within reach of children.
- Any adults in Pre-school must not be under the influence of drugs or alcohol. Staff will face disciplinary action if they breach this procedure.
- Fire drills are held regularly at least once a term (see 'What to Do in Case of Fire - Procedure' for further details).
- There will be no smoking on the premises.
- A correctly stocked first aid box is available and all staff will receive first aid training.
- All equipment is checked regularly.
- Outdoor space is securely fenced.
- Activities such as cookery and woodwork receive close and constant supervision.
- Equipment used is appropriate to the age and development of the child.
- Adult instruction will be given as to the correct use of equipment such as scissors, needles, hammers etc.
- During outdoor play there will be continual supervision
- When the climbing frame is in use there will be a continuous staff presence on the patio keeping watch on the frame.
- The beginning and end of each session will be closely monitored, and children will be marked off in the register as they arrive and leave. They will only leave with a known or authorised adult. (see 'child collection policy')
- Children are made aware of health and safety issues through discussions, planned activities and routines.
- A risk assessment of the setting is carried out annually. Individual risk

assessments are carried out for trips and outings.

Health and Hygiene procedures

- Our group aims to provide a hygienic, healthy and safe environment for children and adults.
- Children have the opportunity to play in the fresh air throughout the year.

First Aid

- First Aid equipment will be kept clean and will be replenished as required.
- Our aim is to have all our staff qualified as First Aiders.
- Further details of our First Aid policy are included in our 'Policy & Procedure in the Event of an Accident'.

Personal hygiene

- Hands will be washed after using the toilet.
- Paper towels are available and will be disposed of hygienically.
- A large box of tissues will be available and will be disposed of hygienically after being used.
- Children will be encouraged to shield mouths when coughing and sneezing.

Cleaning and clearing

- Rubber gloves will be used to clear any spills of blood, vomit or excrement. Any spills will be wiped up and disposed of hygienically and affected surfaces disinfected. Fabrics will be washed in hot water.
- Clean spare clothing is available in the event of an accident. Soiled clothes will be sent home wrapped in a plastic bag.
- All food preparation and eating surfaces will be cleaned daily with an appropriate cleaner.

Food

- Adults and children will always wash hands before and after handling food and after using the toilet. Adults will not be involved in the preparation of food if suffering from any infectious illness or skin condition. Adults will never smoke on the premises.
- Cloths for cleaning kitchens and floors will be kept separately. Food will be kept covered and refrigerated as appropriate at below 5 degrees centigrade and will be checked daily. Fresh fruit and vegetables will be washed thoroughly before use. Tea towels will be kept clean and will be washed between each session. All

utensils will be kept clean and stored in a dust free place.

- All staff are made aware of current H+S with food guidance and a guidance g booklet is available in session.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

The safeguarding and Welfare requirement: Safety and Suitability of Premises, Environment and Equipment.

Providers must take reasonable steps to ensure the safety of children staff and others on the premises in the case of fire or other emergency evacuation procedures.

8.2 FIRE SAFETY AND EMERGENCY EVACUATION POLICY

Policy Statement

The safety of the children at all times is a prime consideration in all that takes place at the pre-school.

In the event of a fire occurrence in the building, the fire procedures as written in the policy will be followed by staff and children to remove everyone to safety.

Procedures

- The person who discovers the fire should RING THE BELL
- On hearing the whistle EVERYONE WILL STOP WHAT THEY ARE DOING, stand still, stop talking and listen.
- The supervisor will collect the register and tell the children to move towards the door and line up. She will lead the children outside and group them together, keeping the children calm.
- One Assistant will ensure that no one is left in the toilets, kitchen or elsewhere in the building, and then join the Supervisor and children. The other Assistant will telephone the Fire Brigade if appropriate and then join the Supervisor and children.
- The Supervisor will ensure that all children and staff are safely outside the building and a distance from it, at the local Church. The Supervisor will call the register to ensure that all children and adults marked present at the start of the session are present.
- The building will have been vacated quickly and personal possessions, coats, etc will have been left inside. This may have upset some children, but it is more

important to ensure that they understand that they and their safety is more important.

- If the weather is very cold or it is raining it will be necessary to find somewhere dry for the children to wait. Arrangements have already been made to use either St. Mark's Church hall or the Holbrook Club.
- No one will re-enter the building until it is declared safe.
- If it is not possible to return to the building, parents need to be contacted to collect their children.
- Children should not be removed from the incident (e.g. by a parent) without the Supervisor and staff being aware and for this to be recorded.
- Fire service personnel attending the fire will decide if and when it may be safe to return to the building, if only to retrieve belongings.
- If it is possible to return to the building (the fire may have been in another area of the building) it will be important to gather the children together and talk about what has happened and how everyone feels about it.
- In the event that we cannot re-enter the building we shall assemble in St. Mark's Church Hall or if the whole area is unsafe, at the Holbrook Club.

FIRE DRILL

- A fire drill will take place at least once each term and will follow the same procedures as outlined above, as if there were an actual fire.
- A record will be kept of the date and time of all fire drills.

Legal Framework

- Regulatory Reform (Fire Safety) Order 2005

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment & Equipment.
Children must be kept safe while on an outing

8.3 OUTINGS POLICY

Policy Statement

As part of the curriculum planning we occasionally will want to take children off the premises, walking to somewhere close by e.g. local park or a visit to the shops, and sometimes further afield, travelling by bus. These opportunities are special for the children and are important as 'milestones' in their development.

Aims of Outings

- To extend children's learning experiences
- To support the belief that wherever possible the learning experiences should be 'first hand' experiences
- For children, parents and other adults to see that learning takes place all the time, not just at set times within the group or at school
- For children to have shared experiences alongside other children
- For the children and the group to be seen as part of the local community, taking an interest in and learning about the local area, how it functions and its history

Part of the learning process is:

- Talking about the purpose of the visit
- What the children will be looking at or doing
- To whom the children will be talking or listening
- How the children will be organised
- How the children will be expected to behave

Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

Procedures

Risk Assessment

- An outing risk assessment file is kept in the preschool cupboard.
- Supervisor for the outing should look up any previous risk assessment if outing has been done before.
- The details need to be checked and updated for the current trip.
- The risk assessment should be evaluated after the outing and any notes/concerns added.
- Parents to sign a general consent form on registration for their children to be taken out as a part of the daily activities of the setting.
- Parents are always asked to sign specific consent forms before major outings.

Equipment

- The person in charge of the visit should have:
 - A mobile phone
 - Name, address and telephone number of the destination
 - Written list of the names of all children and adults present
 - Register for contact name, address, telephone number in case of delayed return or any other emergency
- First aid equipment and any medication should be in the care of one adult and all adults and children should know who that person is.

Accompanying Adults

- Parents and other adults may be encouraged to join a visit or outing when necessary
- Any accompanying adults will be briefed as to their role and the expected behaviour of the children
- The purpose of the visit will be explained to the adults and they will be advised as to what to look for/bring to the children's notice

Local Visits - Walking

- Children will be carefully supervised throughout any visit
- Adult/child ratios will be maintained.

Visits further afield.

- Children will be carefully supervised throughout any visit
- A ratio of a minimum of 1 adult to 2 children will be the requirement

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Section 9

Equal Opportunities

Safeguarding and Welfare Requirement: Equal Opportunity
 Providers must have and implement a policy and procedures to promote equality, opportunity for children in their care including support for children with special educational needs or disabilities.

9.1 INCLUSION POLICY

Policy Statement

Holbrook Community Pre-school aims to provide an inclusive environment which enables children to develop and attain their full potential throughout their time with the Group.

We have this policy to ensure that all children within the care of the Group always receive the best possible care and education. It is also to ensure that current legislation is adhered to, including:

Statutory Framework for the Early Years Foundation Stage

1st September 2017

2005 Disability Discrimination Act (DDA)

Equal Opportunities Commissions

The Equalities Act 2006 -Race Relations Act 1976-Race Relations amendment Act 2000

Practice Guidance for Early Years Foundation Stage

Children's Act 1989,2004 - Sex Discrimination Act 1976 & 1986

Children and Families Act 2014

Special Education Needs and Disability Regulations 2014

Implementation of the Policy

- **Inclusion Co-ordinator and Special Educational Needs Coordinator** -This role is combined into one at Holbrook Preschool SENCO/INCO. This role will oversee the following areas and ensure that policies and practice re kept up to date:

Equal Opportunities

Special Educational Needs and Disabilities

Our current SENCO is Katie Bradley

- **Review** -The SENCO will review the Inclusion Policy annually, or sooner if a change in legislation occurs. The review will be carried out with the Pre-school Leader and also staff, committee and parents as necessary
- **Who is covered?** -The policy covers all children, staff members and volunteers within the Group.
- **Day-to-Day** -All staff and committee members are responsible for the on-going implementation of the Inclusion Policy.

The Policy

- Our Pre-school is open to every family in the community.
- Our equal opportunities policy applies also to the employment of staff and we aim always to appoint the best person for the job.
- We aim to show awareness and respect for all the major events in the lives of the children and families who attend our Group and who are living in our society.
- We will do this without any indoctrination in any specific faith and, where appropriate, we will seek advice from people to whom a particular festival is familiar.
- We have access to resources that give children a balanced view of the world and our multi-cultural society; these include multi-cultural books, posters, puzzles and dolls.
- We give our children an opportunity to take part in role play, whatever that role

may be, giving equal opportunities for boys and girls, men and women, to combat sexism.

- Stereotypes and assumptions - racist, sexist and with regard to disability are unacceptable in pre-school. We aim to deal with any discriminating behaviour in a sensitive manner.
- We take account of children's medical, cultural and dietary needs, physical exercise and dress.
- The INCO will carry out an Inclusion Audit annually to ensure that all areas, equipment, toys, outside areas and activities remain accessible to all.

Children with Special Educational Needs and Disabilities

- Children with Additional Needs are welcome at our pre-school. We use the Children and Families Act 2014 and Special Educational Needs and Disabilities Regulations 2014 to guide our practice in ensuring that all children have the appropriate opportunity to learn through play, and that all families are made to feel welcome.
- Under this code we have appointed a SENCO who will implement the requirements of the above regulations.
- When a child with special needs and or disabilities is to be admitted to the group consultation between parents, pre-school staff and professionals takes place. We are committed to partnership working and regularly review our provision.
- Our staff members are continually encouraged to attend external training sessions on special needs and providing an inclusive environment.
- Where there are specific needs within the group, we will endeavour to access the relevant training courses to ensure that we always provide the most appropriate care for each child.
- Staff who have attended training courses will be given the opportunity to give feedback to other staff members at a staff meeting. This will enable the training to benefit the whole group.
- We will work in liaison with speech therapists, health visitors, the West Sussex County Council Early Years team, psychologists, social workers, paediatricians, portage workers, and any other professional bodies, to meet the children's specific needs.
- Parents will be encouraged to take an active part in their child's membership of the group.
- For greater detail about how we support children with SEND please refer to the Local Offer section of our website.
- Children's progress is monitored through the Key Person System and the child's

progress alongside any concerns will be discussed with parents (for further details see Key Person Policy and Record Keeping Policy). Where necessary the Key Person and SENCO will work with parents to produce an individual plan that supports the child's progress which will be reviewed, together with parents, at regular intervals.

- Any such plan will be shared with all staff that work with the child so that all concerned can work to the same guidelines and help the child in the most appropriate way.

Complaints

Where there is a complaint with regard to any aspect of our Inclusion Policy the procedure set out in our 'Complaints Procedure for Parents' policy.

Legal Framework

- The Equality Act 2006
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004, 2006
- Special Education Needs and Disability Regulations 2014

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Section 10

Information & Records

Safeguarding and Welfare requirement: Information and Records.
Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting and to help ensure the needs of all children are met.

Administration

10.1 ADMISSIONS POLICY

Policy Statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

Procedures

Allocation of Places

- We accept children from the age of 2 years until they reach school age.
- 2-year-olds may be admitted to the pre-school according to statutory guidelines. These children will ideally be offered at least 2 morning sessions on starting pre-school.
- The majority of our places are available to children who are aged between 3 and 5 years. The minimum number of sessions you will normally be offered is 2, this can be increased according to demand and availability. Your child's requirements can be discussed with either the Registrar or your Key Person.
- Children who are in their last academic year with Pre-school will be allocated up to 5 sessions per week dependant on spaces available and parental preference. This allocation will be arranged with our Registrar and will not change throughout the academic year unless spaces become available.
- Children will be admitted from the waiting list in order of registration. Priority will be given to 3-year olds. Younger siblings of children already attending and children of committee members will also be given priority. In some circumstance, to support an individual child, the committee will consider allocating a place on an individual basis.
- Names should be registered with the Pre-school as soon as possible. It is recommended that a visit to the Pre-school is made.
- Children from all backgrounds will be equally welcome within our group.
- Diamond spaces will be allocated according to age and availability during the final year with us. These are smaller sessions that operate in response to the demand for places and the children's individual needs. It operates with one qualified Supervisor, up to two Assistants and a maximum of 9 children.
- Where entry to school has been deferred, a child may remain with us until the term after their 5th birthday.
- Where entry to school has been deferred, the child will be expected to attend pre - school for the full 15 hours funded, as a minimum.

- The pre-school runs up to two sessions (Triangles and Diamonds) alongside each other each morning. How these sessions are structured may change according to the age range and needs of the current children.
- We will endeavour to accommodate parent's wishes and needs will be within our space availability.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

The safeguarding and Welfare requirement: Information and Records Providers must maintain and share information to ensure the safe and efficient management of the setting and to ensure the needs of all the children are met.
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Partnership

10.2 PARENTAL INVOLVEMENT POLICY

Policy Statement

We believe that children benefit most from early years education and care when parents and settings work together in partnership. Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

Procedures

- Making all new parents aware of the group's systems and policies via the welcome pack.
- Encouraging parents to play an active role in the management of the group by requesting support for the Committee and fund-raising events.
- Encouraging parents to come along to sessions as a parent helper.
- Keeping parents informed of the group's activities through the regular publication of a newsletter.
- Ensuring that all parents have the opportunity to contribute to the group's activities by bringing in requested items and materials.
- Involving parents in record keeping by ensuring that they are informed about their child's progress on a regular basis.
- Ensuring that parents are fully informed about all meetings and conferences. We will endeavour to hold meetings in venues that are accessible to all.
- Making available current training information.
- All parents have access to our written complaints procedures.

In compliance with the Welfare Requirements, the following documentation is in place:

- Admissions Policy
- Complaints procedure

- Record of Complaints
- Developmental records of children

The Policy was adopted at a meeting of Holbrook Community Pre-school held on
Date to be Reviewed -
Signed on behalf of the management committee
Name of Signatory.....
Role of Signatory

The safeguarding and Welfare requirement: Information and Records

Providers must maintain and share information to ensure the safe and efficient management of the setting and to ensure the needs of all the children are met.

10.3 CURRICULUM POLICY

A Unique Child

Each child is a unique child who is constantly learning and can be resilient, capable, confident and self assured.

Practitioners will

- Understand and observe each child's development and learning, assess progress, plan for next steps.
- Support children to develop a positive sense of their own identity and culture.
- Identify any need for additional support
- Keep children safe.
- Value and respect all children and families equally.

Positive Relationships

Children learnt o be strong and independent through positive relationships.

Positive relationships are

- Warm and loving and foster a sense of belonging
- Sensitive and responsive to the child's needs, feelings and interests.
- Supportive of the child's own efforts and independence
- Consistent in setting clear boundaries
- Stimulating
- Built on key person relationships in early years settings

Enabling Environments

Children learn and develop well in enabling environments in which their experiences to respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Enabling Environments

- Value all people

- Value Learning

They Offer

- Stimulating resources, relevant to all the children's cultures and communities
- Rich learning environment through play and playful teaching
- Support children to take risks and explore

Learning and Development

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision including children with special educational needs and disabilities.

Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

They foster the characteristics of effective learning.

- Playful and exploring
- Active Learning
- Creating and thinking critically

Areas of Learning and Development

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The areas of development and learning comprise

Prime Areas

- Personal, Social and Emotional development
- Communication and Language
- Physical Development

Specific Areas

- Mathematics

- Understanding the World
- Literacy
- Expressive Arts and Design

For each area the practice guidance sets out the early learning goals. These goals state what it is expected that children will know and be able to do it by the end of the reception year of their education.

The practice guidance also sets out in "Development Matters" the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Personal, social and emotional development

Our programme supports children to :

- To develop a positive sense of themselves and others.
- To form positive relationships and develop respect for others.
- To develop social skills and learn how to manage their feelings
- To understand appropriate behavior in groups
- To have confidence in their own abilities

Communication and language

Our programme supports children to

- Have opportunities to experience a rich language
- Develop their confidence and skills in expressing themselves
- Speak and listen in a range of situations

Physical development

Our programme supports children to

- Be active and interactive
- Develop their Co-ordination, control and movement
- Understand the importance of physical activity and to make healthy choices in relation to food.

Mathematics

Our programme supports children to

- Develop and improve their skills in counting, understanding and using numbers
- Calculating simple addition and subtraction problems
- Describe shapes, spaces and measures.

Understanding the World

Our programme supports children to

- Make sense of their physical world and their community through opportunities to explore, observe and find out about people, places technology and the environment.

Literacy

Our programme supports children to

- Link sounds and letters
- Begin to read and write

Children are given access to a wide range of reading materials to ignite their interest

Expressive arts and Design

Our programme supports children to

- Explore and play with a wide range of media and materials
- Have opportunities and be given encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from

the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on
Date to be Reviewed -
Signed on behalf of the management committee
Name of Signatory.....
Role of Signatory

Safeguarding & Welfare Requirements: Information and Records.

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

10.4 CONFIDENTIALITY POLICY

Policy Statement

We will respect the confidentiality of families within the group and our staff. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the *General Data Protection Regulations* and *Human Rights Act*.

Procedures

Families

- Parents will have access to their own child's records but not those of others.
- Staff will not discuss an individual child with people other than the child's parents/carers or for the purpose of curriculum planning or group management.
- Information given by parents/carers to the Supervisor or Key Person will not be passed on to others without permission.
- Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file and will be shared with the staff who work with the child and the Chairperson, where necessary.
- The use and storage of children and family's personal details is explained at the point of registration.

Staff

- Staff employment details will remain confidential to the people directly involved.

Students

- Students placed within the group will be advised of our confidentiality policy and required to respect it.
- Parents will be informed when a student undertakes a placement in the group and the following information will be given:
 - first name
 - Details of course being studied.

Legal framework

- Human Rights Act 1998
- General Data Protection Regulations 2018

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Providers must have in place a written procedure for dealing with concerns and complaints from parents and/or carers

Safeguarding children

10.5 COMPLAINTS PROCEDURE FOR PARENTS

Policy Statement

We believe that children and parents are entitled to expect courtesy and prompt careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our Group at any time. We believe that most complaints, if made constructively, can be sorted out at an early stage. Complaints should be taken seriously by all concerned parties and dealt with in a way that respects confidentiality. In the event of a complaint the following procedures will be followed.

Procedures

All settings are required to keep a summary log of all complaints that reach stage 2 or beyond. This is to be made available to parents as well as Ofsted.

Making a Complaint

Stage One

- A parent who is concerned about any aspect of the group's provision should first talk over any anxieties with the supervisor on duty.

Stage Two

- If this does not provide a satisfactory outcome within two weeks or if the problem recurs, the parent should put the complaint in writing to the Chair of the Management Committee. The Chairperson and the Pre-school Leader will investigate the complaint.
- When the investigation is completed the Pre-school Leader or the Chairperson meets with the parent/carer to discuss the outcome.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage Three

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Pre-school Leader and/or the Chairperson.
- The Chairperson will then arrange a meeting between the parent, supervisor, and him/herself, with the aim of finding out all the facts and working towards a resolution. The parent and the supervisor may have a friend or partner present if required and an agreed designated written record of the discussion should be made. All of the parties present at the meeting sign the record and receive a copy of it.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage Four

- If this does not sort the matter out, a further meeting with the parent, supervisor and chair should be arranged to which a mediator such as a member of the Pre-school Learning Alliance is invited. A mediator has no legal powers but can provide an objective viewpoint.
- All discussions will be kept confidential.
- When the mediator has concluded her/his investigations a final meeting between the parent, the Pre-school Leader and the Chairperson is held to reach a decision on the action to be taken to deal with the complaint.
- 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.

The role of Ofsted and the Local Safeguarding Children Board.

- In extreme circumstances it will be necessary to involve Ofsted, who have a duty to ensure that laid-down requirements are adhered to. Ofsted will be contacted where there may be a possible breach of registration requirements and the matter cannot be resolved locally.

Ofsted 0300 123 1231

- If a child appears to be at risk, Pre-school follows the procedures of the Local Safeguarding Children Board in our local authority.
- We believe that most complaints, if made constructively, can be sorted out at an early stage. Complaints should be taken seriously by all concerned parties and dealt with in a way that respects confidentiality.

Recording of complaints

A record of all complaints that are made in writing will be kept in the 'Pre-school Complaints Register'. (See Appendix 1 for details)

The Policy was adopted at a meeting of Holbrook Community Pre-school held on
Date to be Reviewed -
Signed on behalf of the management committee
Name of Signatory.....
Role of Signatory

General Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information ensure the safe and efficient management of the setting and to help ensure the needs of all the children are met.

Record Keeping

10.6 RECORD KEEPING POLICY

Policy Statement

Records for individual children should be a positive way of identifying what they have achieved, can do and what they understand. They can indicate how children have progressed and where children may need extending in their learning or need further help. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

Procedures

We keep two kinds of records on children attending our setting:

Developmental records

- Each child will have an individual folder of work including a developmental record.
- These folders will be shared with parents, by the Key Person.
- The Key Person will be responsible for the folder for each of the children they oversee. They will also produce learning development plans.
- Contents of the folder and should record particular curriculum areas and particular 'milestones' in a child's progress, in the form of:
 - Samples of work
 - Drawings
 - Paintings
 - Photographs
 - Observations & comment
 - Parents comment
- Agreement is reached through staff discussion about the minimum that should be kept each term.
- The record samples within the folder will be used to inform parents of a child's progress. The parent may wish to contribute comments or a sample of work from home.
- The folders will be passed to the parents when the child leaves the Group together with copies of the transition forms completed for the relevant primary school.
- The records are usually kept with the child's key person and can be freely accessed and contributed to by staff, the child and the child's parents.

Personal records

- These include registration and admission forms, signed consent forms and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies and ongoing record of relevant contact with parents and observations by staff on any matter involving the child such as developmental concerns or child protection matters.
- The type of personal records kept, and the date collected is explained to parents/carers at the time of registration. Parents/carers are made aware of when and how they have access to their child's personal records.
- These confidential records are stored in setting in a locked cupboard.
- Parents have access, in accordance with our Client Access to Records policy, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting. These are kept in a secure place.

Other records

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

Legal framework

- Human Rights Act 1998
- General Data Protection Regulations 2018

The Policy was adopted at a meeting of Holbrook Community Pre-school held on
Date to be Reviewed -
Signed on behalf of the management committee
Name of Signatory.....
Role of Signatory

Safeguarding and Welfare Requirements: Information & Records.

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met

Record Keeping

10.7 Secure Storage, Handling, Use, Retention & Disposal of Disclosures and Disclosure Information

It is a requirement of the Disclosure and Barring Service that a body or individual using our Disclosure Barring Service must have a written policy on the correct handling and safekeeping of Disclosure information.

Policy Statement

As an organisation using the Criminal Records Bureau (CRB) Disclosure Service to help assess the suitability of applicants for positions of trust, Holbrook Community Pre-school complies fully with the CRB Code of Practice (2009) regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the General data Protection Regulations 2018 regarding the use, storage, retention and disposal of Disclosure information and has a written policy on these matters, which is available to those who wish to see it on request.

Procedures

Storage and access

Disclosure information should be kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

In accordance with Section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six months, we will consult the CRB about this and will give full consideration to the data protection and human rights of the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, e.g. by shredding, pulping or burning. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack).

We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, notwithstanding the above, we may keep a record of the date of issue of a Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, the unique reference number of the Disclosure and the details of the recruitment decision taken.

<p>The Policy was adopted at a meeting of Holbrook Community Pre-school held on</p> <p>Date to be Reviewed -</p> <p>Signed on behalf of the management committee</p> <p>Name of Signatory.....</p> <p>Role of Signatory</p>

Safeguarding and Welfare Requirements: Information & Records.

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met

Record Keeping

10.8 Policy on the Recruitment of Ex-Offenders

Policy Statement

It is a requirement of the CRB's Code of Practice that any body or individual using Disclosure information as part of their recruitment process must treat Disclosure applicants who have a criminal record fairly and do not discriminate because of a conviction or other information revealed. We are also obliged give a copy of this policy to disclosure applicants at the outset of the recruitment process.

As an organisation using the Criminal Records Bureau (CRB) Disclosure service to assess applicant's suitability for positions of trust, Holbrook Community Pre-school complies fully with the CRB Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or any other information revealed.

Holbrook Community Pre-school is committed to the fair treatment of its staff, potential staff or users of its services regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.

We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

Procedures

- A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover to a designated person with Holbrook Community Pre-school and we guarantee that this information will only be seen by those who need to see it as a part of the recruitment process.
- Unless the nature of the position allows Holbrook Community Pre-School to ask questions about the applicants' entire criminal record we only ask about unspent convictions as defined in the Rehabilitation of Offenders Act 1974.
- We ensure that all those in Holbrook Community Pre-school who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders e.g. the Rehabilitation of Offenders Act 1974.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or any other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
- We make every subject of a DBS Disclosure aware of the existence of the CRB Code of Practice and make a copy available on request.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- Having a criminal record will not necessarily bar an applicant from working with us. This will depend on the nature of the position and the circumstances and nature of the applicants' offences.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Safeguarding and Welfare Requirements: Information & Records.
Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met

Record Keeping

10.9 Financial Policy

Policy Statement

We keep financial records for the purpose of maintaining our Pre-school and complying with government and Charity Commission guidelines.

Procedures

- The trustees have overall responsibility for the group's finances i.e. The Management Committee.
- The Treasurer has overall responsibility for the accounts, maintaining controls and reporting financial standing to the committee, the Charity Commission, the Inland Revenue and any other authorised bodies.
- The Treasurer will be supported by the Administrator.
- Accounts details will be available for inspection by committee members and others, at the discretion of the committee.
- All receipts and payments will be accurately recorded and dealt with promptly.

- The Treasurer will be responsible for budget planning and reporting figures to the committee supported by the Administrator.
- The committee will agree any budgetary changes before they are implemented.
- The pre-school's bank accounts are managed online via secure Internet banking.
- As a charity we believe that pre-school should be accessible to all. Should any family have problems coping with the fees they should approach a member of staff, or Committee member, who will refer the request to the Committee. The Committee will require evidence that a family is in receipt of government financial assistance or benefits. The Committee will consider any request to waive fees; all discussions will be held in the strictest of confidence. The decision to waive fees rests with the Committee and the family will be notified in writing accordingly.

Receipt of Monies

Fees

- The Administrator will raise invoices for fees and membership subscription at the beginning of each half term.
- Payments will be placed in the locked moneybox kept at pre-school. The administrator will be the key holder for this box.
- The administrator will record all fees as they are received on a fee list on the income spreadsheet (detailing name and amount and showing when paid into current account.
- The facility is now available for payments to be made through the 'childcare voucher' schemes.
- The facility is now available for payments to be made directly into the pre-school bank account(current account)
- Holbrook Community Pre-school does not have the facilities to receive payments by credit/debit card.
- It is possible to arrange for payment to be made by instalments where necessary. Each case will be worked out individually to the agreement of both parties.

- Where fees are not paid within three weeks the administrator will issue a reminder. If payment is still not received the parents would be approached directly to explain that without settlement the child's place couldn't be held open. The decision will rest with the committee as to when to reallocate the space.
- Our current fee's information will be kept updated and can be found in our Prospectus and on our website. A copy of the prospectus can be found at Pre-school, and is also available to view on our website.

OTHER INCOME

- All other cash/cheques / BACS receipts/Childcare receipts will be recorded on the income spreadsheet and banked.
- Such income may include: -
 - Donations
 - Sponsorship Money
 - Payment for outings, parties, photographs etc.
 - Registration fees

INCOME RECEIVED DIRECTLY

- Some income is paid directly into the current account. This includes: -
 - WSCC Funding
 - WSCC grants
 - Childcare Vouchers
 - Grants
 - Inland Revenue Gift Aid claims
 - Fees and Membership Subscriptions
- Documentation for these is filed appropriately and the accounts are updated.

Payments

- The bank accounts will have the following authorised signatories: -
 - Administrator
 - Chairperson
 - Secretary
 - Treasurer and
 - All other Committee Member

A 'Change of Signatory' form should be completed when any of the above position holders change.

The administrator has online access to manage the Accounts.

- Payments will be made by the administrator, where possible by BACS transfer: -

Weekly	Monthly	Annual	Occasional
	Rent	Membership	Equipment
expenses	Salaries	Insurance	Outings
	Expenses		Parties
	Sage One		Gifts Office Young Creators

These payments are recorded in the Payments Spreadsheet and receipts filed. These are filed in date order in the bank account file. Payments are assigned to a cost category.

- Expenses can only be claimed on production of an original dated receipt to a maximum of £25. Setting manager and Administrator may make purchases to the value of £100. All claims must be recorded on the cashbook spreadsheet.
- Committee members and staff may submit expense claims for items previously authorised by the Pre-school Leader, the Chairperson and/or committee. Expense claims for staff should be signed by the Pre-school Leader and all committee claims should be signed by the Chairperson. These claims will be paid by BACS transfer.
- Occasional expenditure over £100 to be authorised by the Administrator together with a Trustee. For any amount above this, the consent of the committee will be sought, e.g. purchase of new equipment, salary increases.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on
Date to be Reviewed -
Signed on behalf of the management committee
Name of Signatory.....
Role of Signatory

Safeguarding and Welfare Requirements: Information & Records.
Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

Record Keeping

10.10 Reserves Policy

Policy Statement

Reserves are income funds that could be spent by Holbrook Community Pre-school but are instead held back from expenditure. The Reserve is intended to safeguard the Pre-school and its' staff during possible events such as closure, redundancy, changes in funding etc. which could greatly affect the income of the Pre-school. Holbrook Community Pre-school holds its Reserve funds in a separate 'Community Savings' account.

Procedures

- The Pre-school will hold sufficient funds in its Reserve account to cover the closure of Pre-school over six months.
- The level of funds needed are calculated by estimating the running costs of Pre-school for a six-month period (using the previous years running costs). Current figures for staff redundancy payments are also added. When setting the level of Reserves Pre-school the Trustees and Administrator will also identify any known future needs or risks so that adequate contingency can be added if needed.
- To ensure that Reserves are held at an appropriate level they will be reviewed yearly as part of the Pre-school Financial Plan. The Trustees and Administrator undertake this each year. Further reviews may be undertaken if external factors cause it to be necessary.

<p>The Policy was adopted at a meeting of Holbrook Community Pre-school held on</p> <p>Date to be Reviewed -</p> <p>Signed on behalf of the management committee</p> <p>Name of Signatory.....</p> <p>Role of Signatory</p>

Emergency Closure Procedures

Emergency Closure Procedures

1.

The Emergency Closure Procedure should be followed in the event of severe weather conditions or the unexpected closure of North Heath Hall.

2.

There will be a separate document which contains up-to-date contact information of all the people involved in the Emergency Closure flow chart. The contact numbers should be checked and updated every half term.

3.

Parents should be reminded about the procedures at the start of each term and regularly from October-March.

4.

Katie Bradley should begin the procedures as early as possible by contacting the caretaker to establish if the site (including the car park) is safe and accessible. Once this is established the Chair of the committee should be contacted and a decision agreed.

5.

The decision to close should be based on the safety and accessibility of the site and the quality of provision that can be provided, especially if local schools have closed.

6.

If the decision is made to close the pre-school, staff should be contacted by phone according to the procedure flow chart.

7.

In the event Pre-school is to close the staff who has key children should contact them via text message where possible, the wording is provided. If a response is not received within ten minutes then a phone call will be needed to ensure that the parents are aware of the closure. If a parent can not be contacted, Katie Bradley should be informed.

8.

The Administrator will gmail all parents and update the website.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on

Date to be Reviewed -

Signed on behalf of the management committee

Name of Signatory.....

Role of Signatory

Section 12

Covid 19 Policy

Policy Statement

The health and safety of the children attending Holbrook Community preschool, our staff and the families of staff and children are of paramount importance along with the safety of the wider community.

These procedures are written in line with guidance from the government (<http://www.gov.uk/coronavirus>).

This policy is in addition to our general policies and should be viewed in partnership with them. Some necessary measures may supersede our existing policies temporarily, where permanent changes are adopted existing policies will be updated

As the Government's response to the Coronavirus evolves so will the guidelines. Holbrook Community Preschool will modify its policy and procedures accordingly and they will stay in place until no longer relevant.

Staff and the families whose children attend the Preschool must work together to implement the procedures below to ensure that the group is able to minimize the spread of the Coronavirus (Covid 19) and provide the safest environment possible for the children, their families and the staff.

Symptoms

No one should enter the premises if they have symptoms of Coronavirus. The most common symptoms are a new continuous cough, high temperature, loss of or change to sense of smell and /or taste.

PPE

Government guidance is that PPE is not required for general use in preschool settings as protection against Covid 19. It is only needed in the following circumstances

Nappy changing ---- disposable gloves and apron

Preparing food-----disposable apron

Staff member caring for a child who has develop symptoms of coronavirus during a session --- see section below

Handwashing

Government guidance states that handwashing for 20 seconds should be more frequent than usual

At Holbrook Community Preschool the children's hands will be sanitized on arrival and prior to leaving the building.

Children will wash their hands after coughs and sneezes/ nose wiping and before and after eating or drinking
Hand washing will continue regularly throughout the session.

Staff will sanitize their hands when entering the building. They will wash frequently particularly before and after assisting children in the bathroom, before and after assisting children with food and/or drink and following assisting children with nose blowing/coughs and sneezes.

Social Distancing

Staff should remain wherever possible 2 metres from their colleagues.

Drop off

Parents will wait at the end of the path coming down to the building behind the A frame. They should remain two metres apart from all other adults and their children. A staff member will call the children in one at a time. Parents should not enter the building.

Pick up

Parents should wait as per drop off and their children will be sent out to them.

Items from home

Children should bring in only essential items that they can easily manage by themselves.

All children need to bring in a pair of wellingtons- clearly named so that your child can quickly put them into our wellington box on arrival.

Personal care items in a small bag clearly labelled on the outside are needed for children requiring nappy changes.

Children staying for lunch need to bring their lunch and drink in one insulated bag...again this must be clearly labelled on the outside with their name. Any containers used inside the bags also need to be named.

Holbrook Community Preschool support the use of comforters however we will encourage children to put them away when not in use

Cleaning

Routine Cleaning

Government guidelines say that cleaning should be more frequent than usual, no specific interval is stated and usual cleaning products can be used.

Toys/resources which will be used by children the next day should be cleaned with disinfectant.

Visitors to the setting

Children and staff including Collyers students will be the only persons to enter the preschool area of the building during operating hours. No other visitors will be permitted unless absolutely necessary and by arrangement with the preschool leader or her deputies in her absence.

Collyers Students

Any student attending the setting will be given a copy of Holbrook Community Preschool Covid 19 policy on starting their placement, and will be expected to adhere to this as well as the college's own Covid 19 policy.

Student displaying Symptoms whilst in placement

The following will occur

- Student will be placed in isolation wearing a face mask until collected by their emergency contact as detailed on the workplace agreement form
- The preschool will notify Rebecca Adams at Collyer's on 01403 210822 ext 712
- The student will not return to the setting until the 14 days of self-isolation has finished or a negative test result has been received

Illness during a session

Child developing symptoms during a session

Children must not attend a session if no one is available to collect them quickly if they become ill during the session.

Any child or adult showing symptoms of Coronavirus (Covid 19) during a session must be sent home. Whilst awaiting collection the child must be cared for by one member of staff ideally in a separate room isolated from everyone else, with the

door closed and any windows open. The member of staff who has cared for the child does not need to go home unless they develop symptoms.

The member of staff caring for the child should wear PPE as follows

If 2 metre distance cannot be maintained-----face mask

If contact is necessary----- gloves, apron and face mask

Cleaning after a possible case of Coronavirus has been sent home

After the child has been collected the area that the child has been waiting in should be cleaned with disinfectant to reduce the risk of passing the infection to others.. Staff should wear disposable gloves and an apron when cleaning. If an area has been heavily contaminated such as with bodily fluids the staff member should also protect eyes, nose and mouth. Areas of minimal contact for example places where the individual presenting symptoms has spent limited time or just passed through should be cleaned thoroughly as normal. Areas of high contact for example the bathroom, tables, chairs should be cleaned with soap and water and then disinfected.

Employee developing symptoms whilst in session

In the event of an employee presenting coronavirus symptoms whilst at work they should leave work as soon as possible and isolate at home in line with NHS guidance. They will be required to have a test before returning to work

Waste Disposal

Items used for cleaning after a suspected case should be double bagged in black sacks and stored for 72 hours before being disposed of in green skip outside building.

Confirmed case of Coronavirus (Covid 19)

Parents and staff should be willing to take a test if they or a member of their household including children under 5 display symptoms of Coronavirus. The preschool should be informed immediately of the test results regardless of whether positive or negative.

In the event of a confirmed case of Coronavirus the Preschool Leader or a nominated representative will contact DfE helpline on 0800 046 8687 as soon as possible and will then follow guidance as required.

It is possible that the preschool may have to close at short notice. If this is the case parents will be notified as soon as possible by telephone or email.

The Policy was adopted at a meeting of Holbrook Community Pre-school held on
Date to be Reviewed -
Signed on behalf of the management committee
Name of Signatory.....
Role of Signatory

Appendix 1

Holbrook Community Pre -School

Complaints Record

Date of complaint			
A: Source of complaint			
Parent (in writing, including email) Parent (in person) Parent (phone call)		Staff member Anonymous Ofsted (include complaint number if known) Other (please state)	
B: Nature of complaint (please tick all standards that the complaint relates to)			
Standard 1: Suitable Person Standard 2: Organisation Standard 3: Care, Learning & Play Standard 4: Physical Environment Standard 5: Equipment Standard 6: Safety Standard 7: Health		Standard 8: Food and Drink Standard 9: Equal Opportunities Standard 10: Special Needs Standard 11: Behaviour Standard 12: Working in Partnership with Parents and Carers Standard 13: Child Protection Standard 14: Documentation	
Please give details of the complaint:			
C: How it was dealt with			
Internal investigation Investigation by Ofsted Investigation by other agencies (please state)			
Please give details of any internal investigation or attach any outcome letter from Ofsted:			
D: Actions and outcomes			
Internal actions Actions agreed with Ofsted Changes to conditions of registration		Other action taken by Ofsted No action Actions imposed or agreed with other agencies	
Please give details:			
Has a copy of this record been shared with parents? Yes or No			
Name of recorder:		Outcome notified to parent: (within 28 days) Date:	

Position:
Name:
Signature:

Date Completed:

