



KILNSEA PRE-SCHOOL POLICY DOCUMENT




Version History

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Current Version Authorisation

I the undersigned, authorise the adoption of this version of the Kilnsea Preschool Policy document (please complete by hand in hard copy)

Version	Print	Sign	Date
3.0	Adam Rowland		28.02.24



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INTRODUCTION

This document sets out the Kilnsea Pre-School mission and aims. It also provides visibility of our key policies and operating procedures. A copy of this policy can be found in PDF format on our website www.kilnseapreschool.co.uk

We are a community group with charitable status, owned and run by the parents of children attending the group. At the Annual General Meeting a committee is elected to administer and be responsible for these policies. All business discussed at committee meetings is always treated as confidential.

OUR MISSION & AIMS

“TO PROVIDE A SAFE AND HAPPY ATMOSPHERE IN WHICH CHILDREN CAN LEARN THROUGH PLAY”

In support of our mission, the pre-school aims to

- ensure that all children and adults are made welcome, regardless of religion, race, means or ability.
- ensure that all children are treated equally.
- make a child’s first steps towards independence as enjoyable as possible both for the children and their parents/carers.
- ensure a child’s time spent in pre-school provides an easy transition to school.
- actively encourage parental involvement in all aspects of the group



ABOUT US

Kilnsea Pre-School was established in 1987 and we are located in the Community Centre at Maiden Place. Our Pre-School is for children aged 2 to 5 years and currently operates as per the timetable below.

<i>Morning sessions</i>	<i>9:30am – 12pm</i>	<i>Monday, Tuesday & Thursday</i>
	<i>9:30am – 12noon or 12:30pm</i>	<i>Wednesday and Friday</i>
<i>Afternoon sessions</i>	<i>12 or 12:30pm – 3pm</i>	<i>Monday, Tuesday, and Thursday</i>
<i>All day sessions</i>	<i>9:30am – 2:30pm</i> <i>10:00am – 3:00pm</i> <i>9:30am – 3:00pm</i>	<i>Monday, Tuesday, and Thursday</i>
<i>Lunch Club (no extra cost)</i>	<i>12:00pm – 12:30pm</i>	<i>Monday, Tuesday, and Thursday</i>

The Pre-School operates a lunch club from 12 noon to 12.30 pm on Mondays, Tuesdays, and Thursdays only. We can offer continuous day care on these 3 days; if places are available, children can attend from either 9.30 am to 3 pm, or from 9.30 am to 2.30 pm, or from 10 am to 3 pm.

We like the family and friends of our children to be involved and we value your ideas and help in whatever way you can give it. Any ideas and help with music, stories, cooking, sewing, fundraising etc. would be most welcome.

In Pre-School we encourage children to use the term ‘Auntie’ as a term of respect and an informal bridge between home and the formality of address to adults in school. Please speak to the Manager if you have any concerns about this.

We are a registered provider with Wokingham Borough Council for their Early Years Development Plan, and we are inspected by Ofsted.

A copy of the Pre-School’s insurance certificate is on the notice board.

This Kilnsea Pre-School Policy is available at any time to anyone wishing to see it. The Pre-School Policy is on our website www.kilnseapreschool.co.uk The Kilnsea Pre-School Operational Procedure Manual is also available at any time to anyone wishing to see it within the setting.

Each member of staff has agreed to a Disclosure and Barring Service (DBS) criminal record check. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting).

We have a ratio of at least one member of staff to each eight children for 3- and 4-year-olds, and at least one member of staff to each four children for 2-year-olds.

At least half of our staff have a Level 2 or Level 3 qualification in Early Years.



WELCOME

Kilnsea Pre-School welcomes you and your child.

Please arrive promptly at the beginning of each session and ensure that the Manager/ Supervisor registers your child as present. When you collect him/ her at the end of the session please be prompt. The staff may not mind but your child will!!

IF YOU CANNOT COME YOURSELF, BE SURE TO LET US KNOW WHO WILL COME INSTEAD. THIS IS FOR YOUR CHILD'S SAFETY AS WELL AS THE PRE-SCHOOL'S.

We need written permission from you to authorise us to allow your child to be collected by other named adults.

We have to advise the duty Social Worker at Children's Social Care if a child is not collected from the group at the end of the session and the parents/ carers or emergency contact cannot be reached after an agreed time (½ hour). We will charge a late collection fee. This fee will be levied when parents/ carers are late to collect their child(ren) from Pre-School. This fee will be £20 after the first 15 minutes and then £5 for every 15 minutes thereafter.

If a parent/ carer is up to 10 minutes late to collect their child, and no prior contact has been made to the Pre-School by the parent/ carer, the Pre-School will immediately telephone the parent(s)/ carer(s) and the emergency contact number(s) to try to establish what has happened. If parent(s)/ carer(s) are persistently 5 or 10 minutes late collecting their child, reminders will be given about the necessity for prompt collection. We will remind parents/ carers of our policy.

The Pre-School operates a waiting list for places. Children must be at least eighteen months of age to register. The Pre-School can offer a child a place from the age of 2 years (from the term after their second birthday), providing there is the availability. Places, in the first instance, will be allocated on a date of birth basis. However, if places are limited, a younger child already on the waiting list would take priority over an older child if the younger child had been registered before the older child. A 3 or 4 year old child who has not registered and requires a place, would only be offered a place if there was availability once the appropriate 2 year old children on the waiting list had been allocated places. We do try to be as helpful as possible, and availability of places does vary, but it is not always possible for children not previously registered with us to start sessions immediately. As a rule, 'new starters' are only taken at the beginning of a term, or possibly at the start of a half term.



PARENTS ROTA

You will be asked to help at Pre-School at least once each half term. Parent Rota is voluntary. The Parent Rota day is a good opportunity for you to see how your child is progressing in Pre-School. A notice is put up at the end of each half term for you to fill in a date suitable to you. If you cannot come on your day, please let the Pre-School know at least 48 hours in advance, so that a different day may be arranged.

We would ask parents/ carers on their Rota Day to bring only their own children and, if they work as a childminder, to make other arrangements for the other children. Parents/ carers are responsible for any children they bring with them on their Rota Day. Childminders of registered children may do the Rota Day but may only bring siblings of the registered child with them. Other carers of the children are welcome to do these Rota Days, providing they inform the Manager of their relationship prior to the session.

Parents/ carers on their Rota Day or in a session for any other reason are only permitted to take their own children to the toilet.

It is important for your child that you take an active part in the Pre-School in any way you can, so that he/she feels that you too are part of the group.

When you stay at the Pre-School you may find that your child wishes to stay beside you for a while. This is quite natural behaviour for a child that suddenly finds he/she has to share you with all the other children. Please accept your child will take a little time to get used to this.



THE EARLY YEARS ALLIANCE

What Is It? How does it Work?

Kilnsea Pre-School is a member of The Early Years Alliance, a National Educational Charity.

The main aim of the charity is to enhance the development and education of children primarily under the statutory school age, by encouraging parents to understand and provide for their needs through community groups.

The “Alliance” is a support network for Pre-Schools, providing training for staff, committees and parents. It also keeps members informed of topical matters, e.g. legal matters, one-to-one support workers, sources of funding etc. It offers help and advice ensuring that the voice of the Pre-Schools is heard in the corridors of power.

Kilnsea Pre-School has adopted the Early Years Alliance Constitution, a copy of which can be found on the notice board.

It is a mutual support network with representatives from local groups of Pre-Schools coming together to form “Branches”. It is at this level that most of the support comes from. Our local Branch is Wokingham. Without these local branches there is no support. All the “Branches” in the County of Berkshire form together to make the county committee.

Every member is able to participate in making charities policy decisions by contributing to the Annual General Meeting held in the autumn. For those who cannot make it in person it is still possible to influence important decisions, which will be made by using your vote.



EDUCATION THROUGH PLAY

Definition: -

“Real, effort-full, absorbed, interest inspired play by which nature decrees that the young shall learn”

Our aims are: -

To provide a happy, secure atmosphere where children can develop their social skills and confidence within the group.

(relationship of your child to other children)

To help develop confidence in the reasonableness of adults as they introduce new experiences and help prepare each child for school.

(relationship of your child to other adults)

To provide toys, equipment and activities that will help each child cultivate an eager curiosity and questioning attitude to play, knowing with happy anticipation that play can be educational and satisfying.

The Pre-School has a written curriculum that states what we aim to provide to the children in terms of a Pre-School education. Our curriculum is based on the Government's Early Years Foundation Stage for the education of children and is organised into seven areas of learning and development. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **prime** areas are;

- Communication and language
- Physical development
- Personal, social and emotional development

The Pre-School will also support children in four **specific** areas, through which the three prime areas are strengthened and applied. The **specific** areas are;

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

There are Early Learning Goals for each area of learning which Providers help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five).

The Pre-School will assess your child's development when they start and regularly throughout their time at pre-school. We will also do a Final Assessment when they leave to pass to their next setting. Please ask a member of staff if you would like further information.

All children will be respected and their individuality and potential recognised, valued and nurtured.

Activities and use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination.

Opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.



EARLY YEARS FOUNDATION STAGE LEARNING AND THE KEY PERSON SYSTEM

Children aged from birth to 5 years plus are in the Early Years Foundation Stage (EYFS), and during this time any learning or care provision that they attend must be in line with the statutory EYFS Framework. Whatever kind of provision a child attends, their experiences will be firmly based on play and independent learning, which is vital at this stage of their learning and development. The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes, each with a principle statement and a set of commitments. The four themes are A Unique Child, Positive Relationships, Enabling Environments and Learning and Development. Your child's story is a record of their unique learning and development journey during this stage.

An individual member of staff, known as a Key Person, will maintain each child's records. The Key Person will ensure the child's needs are recognised within the Pre-School. Our Key Person system ensures that each adult is especially responsible for, and close to, a small group of children, so each child receives plenty of adult time and attention.

We use an online Learning Journey system called LearningBook, allowing staff and parents to access the information from any computer with a personal protected password.

Learning takes place in many different situations, and parents and carers remain a child's most enduring and significant educators. In order that this is a true reflection of a child's learning and development, observations and planning will come from parents/ carers and the child, as well as practitioners and any other adults involved with the child. Parents can read through the comments and see photographic and video evidence. Parents can add their own comments and photographs to share information with their child's Key Person of things their child has done at home

There is a statutory requirement for an assessment of a child's development to be recorded against the points in the EYFS Profile at the end of the Early Years Foundation Stage. During their final year of EYFS this record and the periodic assessments will support the statutory profile assessment.

The Key Person allocated to a child will be introduced to his/ her parents/ carers during their first week at Kilnsea Pre-School.



ONLINE LEARNING JOURNEY POLICY

At Kilnsea Pre-School, we use an online Learning Journey system called LearningBook. We chose this company as the tablets used for our observations are locked down and secure with only information on the Early Years Foundation Stage (EYFS) on them. They cannot be used for the internet or social media, so the observations held on them can only be shared with each individual child's parents via a secure password, which is given out after the child has started attending Kilnsea Pre-School.

Parents are asked for their consent to use this online Learning Journey system.

We encourage parents to read through their online Learning Journeys regularly and add their own comments and photographs, to share with the Key Person things their children have done at home. LearningBook is not used as a general communication tool between us, but a document recording the child's learning and development.

Observations input by staff are moderated by a senior member of staff before they are added to the child's Learning Journey.

If parents do not have access to the internet, then a paper Learning Journey can be produced.



CHILDREN AT “WORK”

The children are encouraged to explore and learn from different materials. Confidence comes from being able to do things for yourself, e.g. if all fastenings are simple and easily managed by children, a child will quickly learn to dress/undress, go to the lavatory on their own and put on coats and shoes without much help.

It is important that children learn for themselves at their own pace, so we support and encourage, but resist the temptation to be over helpful.

These are some of the activities the children may do: -

Painting and Drawing	Water Play
Sand Play	Play Dough
Home Corner	Books
Music	Climbing Frames
Junk and Collage	Cooking

All activities are supervised, and children gain in skill and understanding through their play especially when they are able to share their enjoyment with other children or adults and to talk about their discoveries. At Pre-School the child is not taught, but learns in his/ her own time.

Milk and a snack are provided during sessions; drinking water is available at all times.

We provide aprons for messy activities, and, in case of little accidents, spare clothing is to hand. However, it is advisable to send children in older clothing, NOT their ‘best’ clothing. Please ensure that all children’s clothing and footwear are clearly named.

Children should wear **soft, sensible shoes** (also suitable for outdoor use) in all sessions for safety reasons. Slippers and Wellington boots are **not** suitable for indoors. Named Wellington boots can be brought for outdoor play in wet weather. For safety reasons, open-toed or strappy shoes or sandals should not be worn, nor should flip-flops or clogs.

We try to go outside at every opportunity and, because of this, parents/ carers should ensure that their children are dressed appropriately for the season/ weather e.g. warm clothing for the winter, wet weather gear when necessary and sunhats for the summer.



EARLY YEARS ENTITLEMENTS AND FEES

All 3- and 4-year-old children are entitled to 15 hours per week, over 38 weeks per year, of free Early Years childcare or education from the term after their third birthday. This is called Universal Entitlement.

For those 3 and 4 year old children of families who meet the eligible criteria, there is an additional 15 hours per week, over 38 weeks per year, of free Early Years childcare or education. This is called Extended Entitlement.

For information and support regarding childcare costs, parents/ carers should look at www.childcarechoices.gov.uk

If parents/ carers think they are eligible for the Extended Entitlement, they need to apply for an Eligibility Code through the Childcare Choices website in the term before the Extended Entitlement hours are required i.e. if parents/ carers are eligible and would like the extra hours from the spring term, the Eligibility Code must be obtained during the preceding autumn term, but before the 31st December at the very latest.

Once the Eligibility Code is obtained, this must be passed to the child's childcare provider(s), for the code to be checked and verified. Once the code has been verified, the additional hours can then be offered, dependent on availability at that time; so, parents/ carers should give as much advance notification as possible of their requirements.

Kilnsea Pre-School offers a maximum of **22.5** hours per week. Our session times are as follows: - Monday, Tuesday and Thursday AM (9.30 to 12); Monday, Tuesday and Thursday lunch club (12 to 12.30); Monday, Tuesday and Thursday PM (12.30 to 3)

Wednesday and Friday AM (9.30 to 12 or 9.30 to 12.30). There is no lunch club nor afternoon session on Wednesday and Friday.

There is the option to do full days on Monday, Tuesday and Thursday – either 9.30 to 3, or 9.30 to 2.30, or 10 to 3

The Entitlement can be split between Kilnsea Pre-School and another setting/ childminder. Parents/ carers have to decide how they wish to split the Entitlement – who receives the Universal Entitlement and who receives the Extended Entitlement.

The Manager and the Administrator will have the final decision when allocating places.

There is a 2 Year Old Free Entitlement (15 hours per week), but certain criteria apply for a child to be eligible. We provide information about this when parents/ carers register their child with us. There is also information on the Childcare Choices, GOV.UK and Wokingham Borough Council websites.

Children who are eligible for the Universal Entitlement, but not the Extended Entitlement, may wish to attend for more than 15 hours per week. This is possible, if availability allows, but the additional hours must be paid for. The current rate is £7.50 per hour, however from June 2024, this will increase to £7.85.

For those children who are not eligible for the Universal Entitlement, the 2-Year-Old Free Entitlement, or go over their 2-Year-Old Free Entitlement the fees rate is £7.75 per hour, increasing to £8.10 per hour from June 2024.

We expect fees for each half term to be paid in the first week of that half term. If there are any difficulties in paying, parents/ carers should discuss the matter with the Manager or a Committee member as soon as possible. The rates of fees are reviewed regularly by the committee and increases will be notified to parents/carers with a minimum of a terms notice.

Fees can be paid by cash or cheque (made payable to Kilnsea Pre-School) or bank transfer (please ask for details) or Childcare Vouchers.



Holiday / Sickness

Should your child not attend their session due to sickness or holiday, fees will still be due. We request you advise us of exact holiday dates as early as possible. Should fees not be paid in full we reserve the right to withdraw your child's place with us and you will need to reregister.

We regret that should your child miss their session due to sickness or absence they will not be able to make this up by doing another session that they don't usually do. This is due to ratios etc already being worked out for the term.

Activities / Consumables Fund & Other Payments

Our income is derived from the government funding of the Early Years entitlements, paid via Wokingham Borough Council, and from fees paid by parents/ carers for any hours over and above these entitlements and for unfunded children. This is to cover the cost of employing staff, renting premises and providing and maintaining play equipment.

Activities and Consumables Fund

This has been introduced to enable the Pre-School to continue to run efficiently, and to offer the children the range of activities they need to experience, to ensure a full and balanced development. For example:-

- Cooking (where the children bring the made items home)
- Paint, glue, pens, craft materials etc.
- Sand and other tactile materials
- Variety of daily snacks

This is collected half termly, and is a small charge of 75p per session. This is calculated according to the number of weekly sessions attended by a child, and the amount shown as a separate total on the half termly (fees) letter. Although we are allowed to charge for snacks, we have decided to include that cost in the voluntary payment. We would never exclude a child from snack/ activities, should a parent/ carer decide not to pay, but we do ask for parents/ carers' cooperation. This extra money is of enormous benefit to us in maintaining the level of experience we have been used to offering the children in our care.

Payments can be made by cash or cheque (made payable to Kilnsea Pre-School) or bank transfer (please ask for details), Childcare Vouchers or Tax-free Childcare.

Other Payments

Where appropriate, any goods purchased through the Pre-School must be paid for up-front.

All money handed in at Pre-School should be in a sealed envelope with the child's name and reason for payment clearly written on it.

A receipt is given only on request.

If you have any concerns with any of the above, please talk to a committee member in confidence.



ADMISSIONS AND ALLOCATION POLICY

The Pre-School welcomes children and their carers from all cultural, ethnic, religious and social groups, with or without disabilities.

The Pre-School will consult with families about the opening times to avoid excluding anyone, and be flexible about attendance patterns, so as to accommodate the needs of individual children and families wherever possible.

Kilnsea Pre-School does accept children with special educational needs, but we would need to ascertain the level of support required; those children who need a significant level of support over and above what we feel we can offer may not be able to start until the term after their 3rd birthday when they may be eligible for Early Years Inclusion Funding (EYIF) for additional support.

If at any point a child is appearing to be in need of support, having not responded to the general strategies used for all children, Kilnsea Pre-School has parental permission to seek external advice and support from other professionals, such as the Early Years Inclusion Advisor and/ or Health Visitors. Such support is likely to involve observation, advice and signposting. Parents/ carers will of course be consulted and informed at each stage. The need of the child is paramount, and, by registering with Kilnsea Pre-School, parents/ carers are giving Kilnsea Pre-School the authority to seek the appropriate support.

Allocation of Places

The Pre-School operates a waiting list for places. Children must be at least eighteen months of age to register. The Pre-School can offer a child a place from the age of 2 years (from the term after the child turns 2), providing there is the availability. Places, in the first instance, will be allocated on a date of birth basis. However, if places are limited, a younger child already on the waiting list would take priority over an older child if the younger child had been registered before the older child. A 3 or 4 year old child who has not been registered and requires a place, would only be offered a place if there was availability once the appropriate 2 year old children on the waiting list had been allocated places. A registration form will only be accepted with a £20 administration fee. Twins will only be charged a single administration fee.

We do try to be as helpful as possible, and availability of places does vary, but it is not always possible for children not previously registered with us to start sessions immediately. As a general rule, 'new starters' are only taken at the beginning of a term, or possibly at the start of a half term.

You will receive written confirmation of your child being offered a place at Kilnsea Pre-School. Each new family then has a personal visit to the group, where the child can play while parents/ carers discuss their own circumstances/ needs with the Manager, who will give information about the Pre-School, the routine of the sessions and policies etc. If you decide to accept the place, you will be asked to complete an acceptance slip.



BEHAVIOUR POLICY

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them. We want children to be free to develop their play, learning and understanding of being in a group with others, without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

This policy summarises our management of a positive approach to the development of acceptable behaviour within the age range of children attending our group and is designed to meet requirements of the Departments of Health, and Education and Skills, and to comply with the Human Rights Act 1998.

Kilnsea Pre-School has a designated Behaviour Management Co-ordinator, Gilly Turner

To achieve this;

- Rules governing the conduct of our group and behaviour of the children will be discussed within the Pre-School and explained to all newcomers, both children and adults. All positive strategies used in the group are appropriate to each child's age and stage of development.
- We will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- All adults will provide a positive model for the children with regard to friendliness, care and courtesy. They will not shout or raise voices in a threatening manner.
- Adults in the Pre-School will make themselves aware of and respect a range of cultural expectations regarding interactions between people.
- We will praise and acknowledge instances of considerate behaviour e.g. kindness, willingness to share. We will support the development of feelings of competence in each child and encourage a sense of belonging so that each child feels valued and welcomed.
- We avoid the creation of situations in which adult attention is only received for inappropriate behaviour.
- In any case of misbehaviour, 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.
- The parent/ carer will be informed discreetly of any inappropriate behaviour at the end of the session.
- Recurring problems will be tackled by all staff, in partnership with the child's parents/ carers, using objective observation records to establish an understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.

Behaviour of Young Children

- Young children, particularly those under 3 years, are unable to regulate their own emotions such as fear, anger or distress, and commonly resort to hurtful behaviours such as tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage how they feel and talking to them to promote understanding of alternative ways to manage feelings.
- We understand that self-management of intense emotions, such as anger, is possible when the brain has developed the neurological systems to cope with the physical changes that happen when intense emotion is felt. Children under 5 are spontaneous, momentary and do not



necessarily have the ability to understand that their actions may hurt another. It is not appropriate to call this type of behaviour 'bullying'.

- Bullying is defined as 'behaviour by one person or a group intended or perceived to cause hurt, pain, suffering, humiliation or degradation to another person or group'. In order to 'bully', a child has to have reached a stage of cognitive development where he/ she is able to carry out a pre-meditated intent to cause distress to another. Bullying can occur in children 5 years and over and is more often a problem in school situations.
- We take hurtful behaviour and/ or remarks very seriously, but recognise that this sometimes occurs in young children because they do not have the biological means, mastery of language or reasoning skills yet to manage the intense feelings that can overwhelm them, or to understand that words can be hurtful.
- We are aware that the same problem may occur many times before skills such as sharing, turn taking, negotiating with others can develop and that repeated experiences will be required, supported by patient adults and clear boundaries.
- Young children often engage in rough and tumble play, or role play that involves fantasy fighting with aggressive themes. This play has considerable social value, and our policy **Superhero and Fighting Role Play Policy** refers.

When a child behaves in an unacceptable way

- We support children to understand the outcomes of their actions and to learn how to cope more appropriately. Such solutions might include acknowledgment of their feelings, explanation of what was not acceptable and a suggestion as to what could have been said/ done.
- We never send children out of the room by themselves or seek to cause humiliation by using a 'naughty chair'. The child may be given a period of 'time out' sitting on his/ her chair with the support of an adult.
- Physical punishment, such as smacking or shaking, will never be used or threatened. Physical restraint, such as holding, will only be used to prevent physical injury to the child/ other children or adults or serious damage to property.
- If hurtful behaviour becomes frequent and problematic, staff including the child's Key Person, will work with parents/ carers to identify possible causes and to find a solution.

Hurtful behaviour

The main reasons for frequent hurtful behaviour to occur in young children are feelings of insecurity created by change or upheaval at home or with too many carers, the lack of someone who can interpret the child's needs (at home or in the setting), inadequate language skills to express him/ herself, or excessive exposure to aggressive behaviour at home. The child may also have a developmental condition that affects how they behave.

If advisable, staff will acknowledge to the other children in the group that this type of behaviour is happening, that everyone is helping the child/ children in question to learn other ways of managing how they feel and what they do, and that at all times an adult must be told if an incident takes place.

Physical – e.g., biting, pinching, scratching

- When dealing with an incident in which a child has been bitten or otherwise physically scarred, our first priority is the wellbeing of the injured child, providing comfort and reassurance, then dealing with the wound if the skin is broken, and informing parents/ carers immediately. If the skin is not broken, the area around the wound is monitored for bruising etc. and the parents/



carers are informed at collection time. At all times the confidentiality of the child displaying the hurtful behaviour will be maintained.

- The child who has bitten/ hurt the other child will be shown the outcomes of his/ her actions and that these actions were unacceptable. His/ her subsequent behaviour will be monitored closely (on an ongoing 1:1 basis if required) to identify triggers to the incident – ensuring that the child receives significant encouragement for positive behaviour and a minimum amount of adult attention after an incident.

Emotional – e.g., tantrums, anger, distress

- Extreme emotional reaction will be dealt with by offering a quiet time away from others, with an adult, to allow feelings to settle. The adult will reassure the child about the strength of feelings involved and talk about other ways of dealing with situations that occur within a larger group of children.

Where the interventions outlined above do not work, we use the Special Educational Needs and Disability (SEND) Code of Practice to support the child and family, making appropriate referrals to a Behaviour Support team/ health professionals where necessary.



SUPERHERO AND FIGHTING ROLE PLAY POLICY

In a child's social and moral development, "good guy versus bad guy" play is normal and important. Children are beginning to understand the difference between good and evil and they are keen to identify with the "good" characters as they struggle with their own behaviour.

Supporting Superhero/ Fighting Role Play Effectively

- The Pre-School will set reasonable limits and rules, making it clear that aggressive behaviour is not acceptable.
- The Pre-School will encourage open communication with children, talking about the game and asking the children to share their feelings.
- The Pre-School will explain why it is not acceptable when children pretend to hurt or kill someone, and will help them to find alternatives to problem solving and conflict resolution.
- The Pre-School will challenge any aggressive play, especially if it involves other children who are not playing the games.
- The Pre-School will help children to understand the language they are using.
- The Pre-School will ensure that superhero play is kept away from quiet areas and from areas where there are children who may be sensitive to this type of play.

The Pre-School does not operate a zero tolerance policy regarding children playing superhero and fighting role games. Although this type of play can be challenging to the adults and to other children, it is considered to create the right conditions for, in particular, boys' learning. It can help boys to become more engaged in education and learning in the future. Stopping children playing any type of imaginary games can result in them becoming dispirited and withdrawn, and losing their sense of belonging.

References:

Holland P (2003) "We don't play with guns here": war, weapon and superhero play in the early years. Oxford University Press.
Confident, capable and creative: supporting boys' achievements. Guidance for Practitioners in the Early Years Foundation Stage. DFCSF (2007)



HEALTH

Policy and Practice

Our Pre-School promotes a healthy lifestyle in its day-to-day work with children and adults. This is achieved in the following ways:-

Food

- Snacks provided will be nutritious and pay due attention to children's particular dietary requirements.
- When cooking with children as an activity, the adults will promote and extend children's understanding of a healthy diet.
- The parent(s)/ carer(s) of children attending the Lunch Club should provide a packed lunch. This should contain an ice pack. As the Pre-School promotes healthy eating, chocolate products, sweets and fizzy drinks should not be included. As some children have allergies, there should be no nuts or nut products; also no peanut butter. There should be no cans or glass containers. Sandwiches or pitta bread or crackers or pasta or rice or wraps should be included. There should be at least one portion of fruit or vegetable. Dairy products can be included e.g. yogurt, milk or cheese. A drink should be included e.g. milk, water or fruit juice. A portion of plain cake or biscuit can be included. Parents/ carers should cut up whole tomatoes, carrots, Babybel, Olives and grapes (quarters), as, when whole, these can cause a choking hazard. Parents/ carers should clearly name their child's lunch bag/ box and any separate drinks container. We do not reheat any food brought in by parents/ carers. If parents/ carers wish their child to have warm food, a flask should be used. Please include a spoon if your child has a yogurt.
- We comply with the EU Food Information for Consumers Regulation which came into force on 13th December 2014. We have to inform parents/ carers of any of the 14 main allergens in any food that we offer children. The 14 main allergens are celery, cereals containing gluten, crustaceans, eggs, fish, lupin, milk, molluscs, mustard, nuts, peanuts, sesame seeds, soya and Sulphur Dioxide (sometimes known as Sulphates). We have a folder which contains a list of the 14 main allergens; the folder also contains forms detailing all the foods we provide and which allergens are present in them. We review the list on a regular basis.

Illness

- The Pre-School will take the advice of the Thames Valley Public Health England Centre regarding the control of infections in the Pre-School. We will apply the following guidance as set out by the Thames Valley Public Health England Centre – if the advice is that a whole group is to be treated, any parent(s)/ carer(s) who choose not to, then their child(ren) will be excluded for the incubation period.
- Parents/ carers are asked to keep their children at home if they have any infection, and to inform the Pre-School as to the nature of the infection so that the Pre-School can alert other parents/ carers and make careful observations of any child who seems unwell. If there is any doubt, attendance is at the discretion of the Manager.
- Parents/ carers are asked not to bring into the Pre-School any child who has been vomiting or had diarrhoea until 48 hours has elapsed since the last attack.



- If children of Pre-School staff are unwell, the children will not accompany their parents/carers to work in the Pre-School.
- Cuts or open sores, whether on adults or children, will be covered with sticking plaster or other dressing.
- Children with conjunctivitis will be excluded from Pre-School until the eyes are completely clear and the child feels well again.
- Children with Chicken Pox are to be excluded from Pre-School until the last spots have scabbed over and the child feels well again.
- Children with Tonsillitis will not be able to come into preschool until 3-5 days after symptoms and provided they are feeling well enough.
- Children with Slapped Cheek (Fifth Disease) will be excluded from Pre-School until all visible rashes/ signs are cleared and the child feels well again.
- Children with Hand, Foot and Mouth will be excluded from Pre-School until all open sores/ blisters have healed and the child feels well again.
- Children with Impetigo will be excluded from Pre-School until all lesions are crusted over and healed, and the child feels well again.

For all other illnesses we follow the Thames Valley Public Health England Centre guidelines. If parents/ carers require any further information on any illness, they should speak to the Manager and/ or Committee at their earliest convenience.

- If a child is on prescribed medication the following procedures will be followed:
 - (i) If possible, the child's parents/ carers will administer medicine. If not, then medication must be clearly labelled with child's name, dosage and any instructions. Where local regulations require it, guidance will be sought from the Thames Valley Public Health England Centre and Ofsted before people other than parents/ carers agree to administer medicines.
 - (ii) Written information will be obtained from the parents/ carers, giving clear instructions about the dosage, administration of the medication and permission for a member of staff to follow the instructions.
 - (iii) All medications will be kept in a cupboard or in a place appropriate to the child's individual needs with regards to the safety of the group.
 - (iv) A medication document will be available to log in: name of child receiving medication, times that the medication should be administered, date and time when medication is administered, together with the signature of the person who has administered each dose.
- With regard to the administration of life saving medication such as insulin/ adrenalin injections or the use of nebulisers, the position will be clarified to the Pre-School's Insurance Company.
- The Pre-School will ensure the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed.
- If first aid treatment is required, parents/carers will be contacted if it is urgent.
- There is an Automated External Defibrillator located in the Community Centre
- There will be at least one qualified first aider at every session.



- Parents/ carers are asked to sign that they consent to any emergency medical advice/treatment being given whilst their child is at Pre-School, and to authorise the Manager/ Supervisor to sign on their behalf any written consent required by a hospital authority etc.
- In the event there is a serious accident, illness, or injury to any child while in the care of the Pre-School, we are required to inform the Local Authority Designated Officer (LADO), Tel No. 0118 974 6141 and email LADO@wokinghamgcsx.gov.uk

Information Sources

- Parents/ carers will have the opportunity to discuss health issues with the Pre-School staff and will have access to information available to the Pre-School.
- The Pre-School will maintain links with health visitors and gather health information and advice from the local health authority information services and/or other health agencies.



ASTHMA POLICY

Kilnsea Pre-School recognises that asthma is a widespread, serious but controllable condition, and welcomes all children with asthma.

The Pre-School will encourage and help children with asthma to participate fully in activities.

The Pre-School will ensure that children with asthma have immediate access to reliever inhalers, and that all staff and children with asthma know where they are kept.
All asthma medicines will be clearly labelled with the child's full name.

The Pre-School will ensure that the group environment is favourable to children with asthma, and that other children in the group understand that asthma can be serious.

The Pre-School will provide guidance for staff on what to do if a child has an asthma attack to ensure the child's welfare in the event of an emergency. We will ensure that all staff have had appropriate asthma training, which will be reviewed on an annual basis.

The Pre-School will work with parents/ carers of children with asthma to ensure that their children are in a safe, caring environment. Parents/ carers of children with asthma should provide written information detailing what asthma medication the child takes and when and how, what triggers the child's asthma and what to do if the child's asthma gets worse, and emergency contact details. We will keep clear written records for children with asthma, detailing the information provided by parents and recording all occasions when the child had to take his/ her medication.



HYGIENE

Policy and Practice

Our Pre-School promotes a high standard of hygiene in its day-to-day work with children and adults. This is achieved in the following ways:-

To prevent the spread of all infection, adults in the group will ensure that the following good practices are observed:-

Personal Hygiene

- Hands washed after using the toilet.
- Children with pierced ears are not allowed to try on or share each other's earrings.
- For safety reasons, please do not let children wear jewellery; but if they have pierced ears, studs only (not sleepers) should be worn.
- A large box of tissues available, and children encouraged to blow and wipe their noses when necessary. Soiled tissues disposed of hygienically.
- Hygiene rules relating to body fluids followed with particular care, and all staff and volunteers aware of how infections, including HIV infection, can be transmitted.
- For safety reasons, long hair should be tied back.
- For safety reasons, nail varnish should not be worn.

Dummies

To prevent the spread of infection, Kilnsea Pre-School does not allow dummies (pacifiers) into Pre-School sessions. We ask that parents/ carers take any dummies home with them when they leave their child at Pre-School.

Cleaning and clearing

- Any spills of blood, vomit or excrement wiped up and properly disposed of in a yellow hazard bag. Rubber gloves always used when cleaning up spills of body fluids. Floors and other affected surfaces disinfected using chlorine or iodine bleach, diluted according to the manufacturer's instructions.
- Spare laundered pants, and other clothing, available in case of accidents, and polythene bags available in which to wrap soiled garments.
- All surfaces cleaned daily with appropriate cleaner.



Food

The Pre-School will observe current legislation regarding food hygiene, registration and training.

In particular, each adult will:

- Always wash hands under running water before handling food and after using the toilet.
- Not be involved with the preparation of food if suffering from any infections/contagious illness or skin trouble.
- Never smoke in the kitchen or any room storing food.
- Never cough or sneeze over food.
- Use different cleaning cloths for kitchen and toilet areas:-
 - (i) For the cleaning of cooking utensils, mugs, cups, jugs and hand washing when cooking, YELLOW CLOTHS and RECTANGULAR BOWLS must be used.
 - (ii) For the cleaning of paint/glue pots, brushes, the wiping of floors and tables and hand washing after painting and crafts, BLUE CLOTHS and REMAINING BOWLS must be used.
 - (iii) All “clean” washing up must be done in a bowl and not directly in the sink.
- Prepare raw and cooked food in separate areas.
- Keep food covered and either refrigerated or piping hot.
- Ensure waste disposed of properly and out of reach of the children.
Keep a lid on the dustbin and wash hands after using it.
- Wash fruit and vegetables thoroughly before use.

Any food or drink that requires heating will be heated immediately prior to serving and not left standing. No food or drink will be reheated.

Tea towels will be kept scrupulously clean and clean ones provided each session.

All utensils will be kept clean and stored in a dust-free place e.g. closed cupboard or drawer.

Cracked or chipped china will not be used.



SUPPORTING PERSONAL DEVELOPMENT

The Pre-School recognises that some children are independent in managing their personal hygiene needs by the time they start Pre-School.

The Pre-School also recognises that some children are delayed in attaining these key personal and self-care skills when they start Pre-School.

The Pre-School does not discriminate against those children who are delayed in achieving continence.

The Pre-School will work in partnership with parents/ carers in respect of the child's continence needs. The Pre-School will discuss with parents/ carers the extent of the child's continence needs including toileting routines at home, any words or symbols or signs that the child uses and understands in relation to toileting, the procedures to be followed when their child is changed including the use of any wipes and the provision of nappies/ spare clothes/ wipes etc.

In partnership with the parents, the Pre-School will discuss a method of communicating information between the staff and parents/ carers, and consider any training needs of the staff in relation to the child.

The Pre-School staff will respect the child's dignity, independence, need for privacy and self-esteem when supporting the child's continence needs. Confidentiality will be of the utmost importance, and sensitive information about a child's continence needs will only be shared with those who need to know i.e. the parents/ carers and members of staff.



SAFETY

Policy and Practice

The safety of young children is of paramount importance. We operate in a Community Centre shared with other groups and are aware of the need to be vigilant about who is on the premises during our sessions. Staff and/or contractors employed by Earley Town Council who need access to the buildings are all DBS checked, and we hold a single central register of information on this. In order to ensure the safety of both children and adults, the Pre-School will ensure that:-

- Doors to the Main Hall are locked unless attended by a member of staff at arrival/departure times. Access is by bell/intercom only.
- The kitchen is shared by users of the Function Room and the Main Hall (our 'premises'). Both access doors to the kitchen will be locked during our sessions unless the Function Room is in use. In that event their access door to the kitchen will be unlocked, and ours remains locked. Staff have their own keys, and any parent/ carer in the kitchen on parent rota will only be able to return to the Main Hall once let in by a staff member (there is a bell to alert staff).
- All children are always supervised by adults.
- Once a child has been marked 'in' on the register at the door, he/she then becomes the responsibility of the Pre-School staff. Once a child has been marked 'out' on the register at the door, he/she then becomes the responsibility of his/ her parent/ carer.
- A book is available at each session for the reporting of any accident/incident.
- Regular safety monitoring will include checking the accident and incident book.
- We also need to record details of existing injuries when a child arrives.
- All adults are aware of the system in operation for children's arrivals and departure and an adult will be at the door during these periods.
- Children will leave the group only with authorised adults.
- Safety checks on premises, both outdoors and indoors, are made before every session.
- Low level glass will be covered, or replaced by safety glass.
- Equipment is checked regularly and any dangerous items repaired/discarded.
- The layout and space ratios allow children and adults to move safely and freely between activities.
- Fire doors are never obstructed.
- Fires/heaters/electric points/wires and leads are adequately guarded.



- All dangerous materials, including medicines and cleaning materials, are stored out of reach of children.
- As we have children with severe allergies, parents/ carers should not let their children bring any food or drink into session.
- Children do not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials including matches.
- Fire drills are held at least twice a term.
- A register of both adults and children is completed as people arrive and depart so that a complete record of all those present is available in any emergency.
- There is no smoking anywhere where children are present.
- A correctly stocked first aid box is available at all times.
- Fire extinguishers are checked annually.
- Portable Appliance Testing (PAT) is carried out annually.
- Whenever children are on the premises at least two adults are present.
- Large equipment is erected with care and checked regularly.
- Activities such as cooking, woodwork and energetic play receive close and constant supervision.
- If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises.
- Equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger/less mature children.
- Any item or animal brought into Pre-School is at the discretion of the Manager.
- Parents/ carers, staff and other visitors shall park their vehicles in the marked bay areas in the car park provided and not obstruct the entrance to the building.
- All Pre-School staff, children, parents/ carers and visitors must ensure that their activities or behaviour do not knowingly create hazards for themselves or others and must take all reasonable steps to protect themselves and others from any foreseeable hazard associated with their activities.
- The Pre-School Committee will consider safety as an agenda item at each committee meeting, and any queries about safety policy should be raised via the Safety Officer or Manager.



A Safety Officer has been appointed by the Pre-School Committee to advise the Committee on all matters relating to safety at Pre-School and to oversee the implementation of the Pre-School's Safety Policy. The Committee formulates this safety policy and the name of the Safety Officer is displayed on the Notice Board; but in the first instance the Manager should be approached about any matters relating to safety who will relay the information, as necessary, to the Safety Officer and the Committee.

The Pre-School Safety Officer conducts a risk assessment at least once a year or more frequently if required.



LOCKDOWN POLICY

Kilnsea Pre-School recognises the potentially serious risks to children, staff and visitors in emergency or harmful situations. A lockdown may take place where there is a perceived risk of threat to the Pre-School, its staff, children, visitors or property.

A lockdown will be initiated by a member of staff or the Manager blowing the whistle to gather all the children together inside the Main Hall. The Manager or Supervisor will immediately call 999, or 101 Thames Valley Police, and, if appropriate, the Chairperson.

Staff will move children out of sight to the office and children's toilets area, taking the mobile telephone and register.

The Supervisor will complete the headcount of the children, whilst the Manager quickly checks the premises for any other children.

Staff will secure all doors and windows, and close the curtains in the Main Hall. Staff will secure the main door to the office area and pull down all the blinds in the office.

Everyone will remain out of sight until further instructions are received from the Emergency Services.

The staff will attempt to keep the children as quiet and calm as possible until the dangerous situation is over.

When we have received the all-clear and are completely sure that the danger is over, we will leave our safe place and continue our activities as best as possible.

The Manager will telephone parents/carers and the Chairperson, if not already contacted, to inform them of the incident. We will record the details of the event and actions taken in our incident book. We will inform Ofsted and Early Years, Wokingham Borough Council, within 24 hours of the incident occurring.



FIRE RISK POLICY

Maiden Place Community Centre, where Kilnsea Pre-School functions, is owned and run by Earley Town Council. Earley Town Council has its own Fire Risk Assessment Policy, which embraces the Pre-School. The assessment was last prepared in July 2009. This is as follows:-

The hazards identified are the building, electrical faults, arson and combustible materials e.g. paper, alcohol, cleaning materials.

The people identified as being at risk are the general public i.e. anyone who uses the community centre and the caretaking staff.

Earley Town Council has evaluated the risks and the actions required as follows:-

- The caretaker on duty is required to check the building at the beginning of each day, and is responsible for securing the building at night to prevent unauthorised access, which should prevent arson attacks to the interior of the building.
- The caretaker on duty will ensure the “Grundon” bins are regularly emptied and will chase Select Environmental Services if a collection is missed. Additional collections can be arranged as necessary to avoid rubbish being stored for any length of time.
- All Fire Exits are clearly marked and the fire alarm system is regularly checked. Regular hirers carry out their own fire practices and evacuations, although the caretaker will sound the alarms for practices if required. An annual inspection and service of the system is carried out in accordance with current legislation.
- The emergency lighting system is checked regularly by the caretaker, and an annual service and check is carried out by an independent company.
- There are sufficient fire extinguishers in the building, which are regularly checked and serviced annually by a reputable company. The caretaker has had training on the use of portable fire extinguishers.
- For “One-off Hirers” the caretaker explains evacuation procedures and reminds them of their own responsibility to leave the building quickly and safely in the event of a fire breaking out.
- Portable appliance testing is carried out between 2 and 3 years, and a 5-year inspection of fixed electrical systems takes place. Any faults which occur in the interim are reported to the Deputy Town Clerk and are dealt with as appropriate. Kilnsea Pre-School has Portable Appliance Testing (PAT) carried out annually.
- All cleaning materials are kept in a locked cupboard. Periodic reviews are carried out to ensure there are no excesses stored. Any item which needs to be disposed of should be carried out in accordance with manufacturer’s instructions and in accordance with C.O.S.H.H. (Control of Substances Hazardous to Health) regulations.



The community centre is a well-designed building and has a number of emergency fire exits. Each exit is clearly marked. The exits suitable for wheelchair access are clearly marked. There is sufficient emergency lighting to enable a fast and safe exit.

A sheet is issued monthly to the caretakers to record the dates when the lighting and alarm systems were checked. This sheet is returned to the Council Offices on a monthly basis and stored there as appropriate.

Although there is no longer a pay phone in the foyer, there is a telephone in the Social Club in case of need, and it is generally felt that enough people carry mobile telephones which could be used in case of emergency.

Because of the issue of security, the Caretaker ensures that any rooms which are not in use are kept locked. As a result of this it may be necessary for him to be called to check the building if it is thought there may be a false alarm. The telephone number of the Caretaker on duty is displayed each day on one of the noticeboards.

Kilnsea Pre-School has an outside play area, which is fenced and gated. For security, when the children are playing outside, the gate can be locked; but the Pre-School has been advised that it is their responsibility to ensure that the gate is left unlocked after each session, in case it is needed as an emergency exit in the event of fire.



SUN PROTECTION POLICY

Kilnsea Pre-School aims to ensure that all its children, and staff, are protected from the harmful ultraviolet radiation from the sun. The Pre-School aims to promote sun safety and reduce exposure to UVR through a comprehensive approach, by considering sun protection behaviour, organisation of activities, the outdoor environment and education of children, staff and parents/ carers. The Pre-School is aware that unprotected exposure to the sun in childhood significantly increases the risk of developing skin cancer in later life. By having a sun protection policy in place, the Pre-school hopes to play an important role in reducing a child's lifetime risk of skin cancer.

Parents/ carers are asked to dress their children in suitable clothing that gives protection from the sun; for example, longer style shorts and skirts, T-shirts with sleeves - **no** vests and **no** spaghetti style tops. Parents/ carers **must** provide their children with a suitable, clearly named, sun hat, preferably one which protects not only the crown of the head, but also the face, neck and ears- a legionnaire style hat is usually the most appropriate. The Pre-School has a limited number of hats, but, for health and safety reasons, parents are advised to provide their own. Parents/ carers are asked to apply a high factor sun cream to their children before attending Pre-School. Parents/ carers **must not** put sun cream in their child's bag.

If children are attending all day, and only if the Pre-School has obtained prior written consent from the parents/ carers, staff will assist these children in reapplying sun cream before the afternoon session. Solely for the use of those children attending all day, the Pre-School will provide a hypoallergenic, factor 50+ sun cream. However, parents/ carers of children attending all day may wish to provide their own sun cream, solely for the use of their own child. In this case, the sun cream container should be placed in a clear plastic bag, labelled clearly with the child's name and any special instructions, and handed to the Manager at the start of the day. The sun cream **must not** be left in the child's bag. Staff will not apply, nor assist with, the application of sun cream to those children who only attend for sessional day care i.e. either the morning or afternoon. Parental written consent will always be sought regarding the application of sun cream to those children attending all day. If parents/ carers of children attending all day do not wish their child to apply their own sun cream nor staff to assist with the application, parents/ carers will be asked to attend Pre-School before the afternoon session to apply sun cream to their child. If for some reason a child cannot have sun cream applied, the parents/ carers will be advised to make sure that the child wears enough suitable sun protection clothing. In this instance, the Pre-School will discuss with the parents the best course of action regarding outdoor play.

On warm, sunny days outdoor play will be limited. Parasols are used in the outdoor play area, and the sand pit has a canopy. Before children go out to play, staff always remind them to put their sun hats on. Staff monitor children playing outside, and, if staff feel that a child appears uncomfortable with the heat outside, the child will be asked to return inside until he/ she feels comfortable again. The Pre-School will give reminders about sun care in its newsletter and on the noticeboard.



LOST CHILD POLICY

In the event of a child becoming lost whilst in the care of the Pre-School, the Pre-School will immediately put into place the Pre-School's established procedures. Our utmost priority is, of course, to find the child, but consideration is also given to the risks to that child and the other children at Pre-School.

The Pre-School will ensure that the parents/ carers and the Police are contacted immediately, as soon as it becomes apparent that the child cannot be accounted for within the immediate Pre-School areas. The Pre-School will ensure that a member of staff will conduct a thorough search of the Pre-School and the immediate surrounding area i.e. all rooms/ areas within the community centre, the garden area, the car parks and walkways surrounding the community centre.. If possible, if staffing levels permit, a member of staff will walk to the lower car parks and the shopping area of Maiden Place to conduct a search. If the child lives within a short walking distance of the Pre-School, it may be decided, if feasible, to let one member of staff walk that route.

The Pre-School will ensure that a very high level of care is maintained for other children at the Pre-School while procedures to locate the lost child are followed- the required ratio of staff to children will be maintained. The register of names will be checked, and a headcount conducted, to ensure that no other child has gone missing.

The Chairperson, or in his/ her absence, another Committee Officer will be contacted and, if possible, come to the Pre-School immediately.

If a child becomes lost from a Pre-School outing, again the Pre-School will ensure that established procedures will be followed. The Pre-School will ensure that a member of staff will search the immediate area. The register of names will be checked and a headcount conducted, in order to ensure that no other child has gone missing. The Pre-School will ensure that, once it becomes clear that the child cannot be accounted for, the child's parents/ carers and the Police will be contacted. Again, our utmost priority will be to find the missing child, but the Pre-School will also consider the safety and welfare of the other children, and escort them back to Pre-School. One member of staff will remain at the location. The Manager, if not at the location, will make his/ her way there immediately in order to assist with the search and be a point of contact for the Police. The Chairperson, or other Committee Officer, will be contacted.

After the incident, the Pre-School will ensure that a full investigation is conducted by the Chairperson, and that every statement and detail relating to the incident will be written down. We will ensure that security will be reviewed. If there is a Police investigation, we will ensure that staff cooperate fully. As there would be safeguarding issues to address, we would cooperate fully in any investigation by Children's Social Care. We will cooperate with the Local Authority Health and Safety Officer, who may wish to investigate further, to consider if there is a case for prosecution. We will contact Ofsted and, under RIDDOR conditions, also notify the Health and Safety Executive. We will inform the Pre-School's insurance company.



SAFEGUARDING POLICY

We comply with the procedures approved by the Berkshire West Safeguarding Children Partnership (BWSCP) [Berkshire West Safeguarding Children Partnership - scp](http://www.proceduresonline.com/berks/index.html) and the Local Safeguarding Children Board (LSCB) <http://www.proceduresonline.com/berks/index.html>. We intend to create in our Pre-School an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. In order to achieve this we will: -

Exclude known abusers

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

All applicants who work within the Pre-School, whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide two 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 unless the Pre-School is confident that the applicant can be safely entrusted with children.

Seek and supply training

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.

Prevent abuse by means of good practice

Adults will not be left alone for long periods with individual children or with small groups. An adult who needs to take a child aside – for example, for time out after behaviour which needs improvement – will not leave the room.

Adults who have not been the subject of a Disclosure and Barring Service (DBS) criminal record check will not take children unaccompanied to the toilet.

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 Pre-School will permit constant supervision of all children.

Respond appropriately to suspicions of abuse

The first concern will be the child. Children whose condition or behaviour has given cause for concern will be listened to, reassured and helped to understand that they themselves are valued and respected and have not been at fault.

Changes in children's behaviour/appearance will be investigated.



Parents/ carers will normally be the first point of reference, but if they are not in a position to allay any legitimate anxieties, the matter will also be taken up with the Children's Social Care Department.

In exceptional circumstances, the Children's Social Care Department may be the first point of reference.

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 Pre-School Manager and the Chairperson.

If a volunteer or member of staff is accused of any form of child abuse, the Pre-School will refer the matter immediately to the Local Authority Designated Officer (LADO) for Early Years and Childcare settings, or the Safeguarding Manager, before proceeding with any investigation. There will be no internal investigation until the matter has been discussed with the LADO or the Safeguarding Manager. If then instructed to by the LADO or the Safeguarding Manager, the Pre-School Manager will interview that member of staff or volunteer. The person accused may choose to attend the interview accompanied by a friend or colleague. However, if the allegation is against the Manager, the Deputy Safeguarding Practitioner will conduct the interview. The person against whom the allegation is made will be informed of the allegation and will immediately be suspended on full pay while an investigation is made. Investigations will be in line with the Wokingham Safeguarding Children Board procedures and conducted in conjunction with the Wokingham Safeguarding Children Board. Confidential records will be kept of the allegation and of all subsequent proceedings. Ofsted and the Wokingham Safeguarding Children Board must be informed within 14 days.

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 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 dated name and signature of the recorder.

Such records will be kept in a separate file and will not be accessible to people other than the Pre-School Manager, Chairperson and Key Person or other member of staff as appropriate.

Liaise with other bodies

The Pre-School operates in accordance with guidelines laid down by the registering authority. Confidential records kept on children about whom the Pre-School is anxious will be shared with the Children's Social Care Department if the Pre-School feels that adequate explanations for changes in the child's condition have not been provided.

The Pre-School will maintain ongoing contact with the registering authority, together with names, addresses and telephone numbers of individual social workers, to ensure that it would be easy, in any emergency, for the Pre-School and the Children's Social Care Department to work well together.



Support families

The Pre-School will take every step in its power to build up trusting and supportive relationships between families, staff and committee members of the Pre-School. It is made clear the term 'Auntie', used for children to address staff, does not signify a family relationship, rather is a term of respect and informal bridge between home and the formality of address to adults in school.

Where abuse at home is suspected, the Pre-School will continue to welcome the child and family while investigations proceed.

Confidential records kept on a child will be shared with parents/ carers.

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

If a parent/ carer smells of alcohol when they arrive to collect their child, we will not release the child to them and we will have to telephone an emergency contact to collect the child. Also, we are within our rights to contact the police.

The Pre-School Chairperson leads the recruitment process. The Manager and the Chairperson have undertaken Safer Recruitment Training.

Kilnsea Pre-School has a Designated Safeguarding Lead, Gilly Turner, and a Deputy Designated Safeguarding Lead, Sheralee Warburton.



E-SAFETY POLICY

The use of electronic communication is now a part of everyday life and, as a business-like organisation and employer, Kilnsea Pre-School recognises this. It is, however, essential that there are safeguards in place relating to the use of all related devices and online communication, for the safety of the children, families and staff associated with the group.

Any staff member, volunteer or student found to be non-compliant with this policy would face disciplinary action.

Use of personal mobile telephones

- All staff must ensure that their mobile telephones are left inside their bags on the pegs during working hours.
- Parents/ carers and visitors to the Pre-School will be asked to place their mobile telephones either in their bags or in a clear plastic bag hung above the Manager's desk during sessions.
- Only the Manager, Administrator and/ or Supervisor can have the Kilnsea Pre-School mobile telephone to hand during working hours.
- Mobile telephones will not be answered/ accessed during sessions. In the event of a family emergency, family members must be given the Kilnsea mobile telephone number for emergency contacts.
- The Kilnsea Pre-School mobile telephone will be checked regularly by the Chairperson of the Committee.
- Parents/ carers and visitors are requested not to use their mobile telephones while on the premises. If it is essential to use the device, they will be shown to a quiet area where no children are present in order to use the telephone.

Use of cameras and recorders

- Members of staff must not bring their own cameras or video recorders into the session.
- Photographs and recordings of children should only be taken for valid reasons i.e. to record learning or for displays within the setting.
- Photographs and recordings will only be taken on equipment belonging to the setting, and their use will be monitored by the Pre-School Manager.
- All cameras in the Pre-School, including those on personal mobile telephones, will be subject to scrutiny at any time by the Pre-School Manager.
- Under no circumstances may cameras, cameras on telephones or recorders be taken into the Pre-School toilets.
- Where parents/ carers request permission to record their own children at special events, permission must first be gained from the parents/ carers of all children present for their children to be included.
- Photographs and recordings of children can only be taken if there is written permission to do so (found on the child's individual 'Photograph Permission Form').



Use of Social Networks

Kilnsea Pre-School recognises that social networks, media, networking sites, rapid fire communications, blogs, photograph sites and personal websites are useful technologies accepted as part of everyday social communications.

Nobody (staff or parents/ carers) is to publish on any form of social media a photograph taken at Kilnsea Pre-School which shows a child other than their own. Kilnsea Pre-School should not be mentioned in any way or form of social media that may reflect negatively or bring the Pre-School into disrepute. Staff should be aware that posts on social media are in the public domain and consider how this may reflect on themselves and/ or the Pre-School.

There is a closed group on Facebook called Kilnsea Pre-School Parents which parents/ carers are welcome to join. As this is a closed group, a request to join has to be sent to and approved by one of the administrative members (made up of Committee members and 1 member of staff). The group is monitored and updated by the administrative members. It is a group set up to communicate special events and fundraising activities taking place at Kilnsea Pre-School, as well as a social group for parents/ carers and staff.

Every person has an opportunity to express and communicate online, and Kilnsea Pre-School does not wish to discourage an online presence. Kilnsea Pre-School is a friendly environment where we encourage staff, families and friends to work together; we understand that staff, committee members and children's families may connect on social networks.

However, it is essential that everyone uses good judgement on what materials are presented. This policy sets forth guidelines that parents/ carers and staff should follow in reference to Kilnsea Pre-School.

All rights to the Kilnsea Pre-School name are protected and owned by Kilnsea Pre-School and not to be used by any staff or parents/ carers.

No names or photographs of Kilnsea Pre-School children and their families may be posted on social networks by either staff, committee members or Kilnsea Pre-School parents/ carers.

No information posted online is totally secure; therefore, if you do not wish the information to be made public, you should refrain from sharing it on a social network. A good rule of thumb is to ask yourself "would I be happy for my mother/ child to read this?"

For your own protection, and that of Kilnsea Pre-School and the children at the setting, it is essential that everyone associated with Pre-Schools maintains professionalism, honesty and respect in all online dealings; as you would in the 'real world'.

Before sharing anything about Kilnsea Pre-School, ask yourself the following questions;

- Could this be a leak of confidential information?
- Is this a negative commentary of Kilnsea Pre-School?
- Could this reflect badly on Kilnsea Pre-School or myself?
- Might this allow an individual to be identified?



If any employee or committee member becomes aware of social networking activity that could be deemed distasteful or fails the questions of judgement above, then they should contact the Chairperson of the Committee.

Use of ICT administration

Our Manager, Deputy Manager and Administrator use laptops for administration, staff development and curriculum purposes, using encrypted software. They have all been required, to sign an 'Acceptable Use Policy' stating that they have read and understood the policy and agree to abide by it.



PREVENTING EXTREMISM AND RADICALISATION POLICY

Introduction

Kilnsea Pre-School is committed to providing a secure environment for children, where they feel safe and are kept safe. All adults in our setting recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy, all staff, including visiting staff, volunteers, students on placement and visitors will contribute to our setting's delivery of the outcomes for all children, as set out in s10(2) of the Children Act 2004¹

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall arrangements to Safeguard and Promote the Welfare of all children in line with our statutory duties set out in Ofsted's Common Inspection Framework 2015, Inspecting Safeguarding in Early Years, Education and Skills from September 2015, Safeguarding Children and Young People and Young Vulnerable Adults policy July 2015, and Statutory Framework for the Early Years Foundation Stage 2014.

Our setting's Preventing Extremism and Radicalisation Policy also draws upon;

- Keeping Children Safe in Education, 2014, DfE
- Counter-terrorism and Security Act, 2015
- Guidance to the Prevent Duty, DfE
- Protecting children from radicalisation: the prevent duty, July 2015
- Prevent: Resources Guide, DfE
- Social Media Guidance, July 2015
- Tackling Extremism in the UK, DfE
- Equality Act 2010 and guidance on its implementation
- Peter Clarke's Report into allegations concerning Birmingham schools, July 2014

¹ the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.

Ethos and Practice

When operating this policy we use the following accepted Governmental definition of extremism which is:-

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/ or calls for the death of members of our armed forces, whether in this country or overseas'.

- There is no place for extremist views of any kind in our setting, whether from internal sources – children, staff or management, or external sources – school community, external agencies or individuals. The children see our setting as a safe place where they can ask questions about the world and where our staff encourage and facilitate these opportunities.



- As a setting we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our children.
- We aim to provide a broad and balanced early years curriculum, delivered by skilled professionals, so that our children understand and become tolerant of difference and diversity and also to ensure that they thrive and feel valued and respected as individuals.
- Children can be exposed to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet. There may be times when children may reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.
- Any prejudice, discrimination or extremist view, including derogatory language, displayed by children or staff will always be challenged and, where appropriate, supported through discussion with children and their families and the Code of Conduct for staff.
- Where misconduct by a member of staff is proven, the matter will be referred to the Local Authority.

As part of wider safeguarding responsibilities, setting staff will be alert to:-

- Disclosures by children of their exposure to the extremist actions, views or materials of others outside of the setting, such as in their homes or community groups.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Children exposed to extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Local Authority services and police reports of issues affecting children in other schools or settings.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Our setting will closely follow any locally agreed procedure as set out by the Local Authority and/ or the Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches

- We will ensure our teaching approaches help children to build resilience to extremism and give them a positive sense of identity through Personal, Social and Emotional development and the promotion of critical thinking. We will aim to ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it in a way appropriate to the child's age and level of development.
- We will facilitate a 'safe place' for children to speak confidently and openly about any worries or concerns they may have concerning their safety and will equip our children with the appropriate skills to become self-assured young people.
- This approach will be embedded within the ethos of our setting so that children know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.
- We will work with local partners, families and communities in our efforts to ensure our setting understands and embraces our local context and values in challenging extremist views



and to assist in the broadening of children's experiences. We will help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and in such instances seek external support from the Local Authority and/ or local partnership structures working to prevent extremism.

- At our setting we will promote the values of democracy, the rules of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

Whistle Blowing

- Where there are concerns of extremism or radicalisation, children and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Please refer to our setting's Whistle Blowing Policy.

Safeguarding

- Staff at our setting will be alert to the fact that whilst extremism and radicalisation is broadly a safeguarding issue, there may be some instances where a child or children may be at direct risk of harm or neglect. For example, staff may be aware of information about a child's family related to extremism that may place a child at risk of harm. Therefore all adults working in our setting (including visiting staff, volunteers, contractors and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or setting Manager.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is Gilly Turner.

In line with Recommendation 2 of Peter Clarke's Report, in Kilnsea Pre-School the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

- Training on Safeguarding and Child Protection will be organised for staff and management at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.
- The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board.

Recruitment

- The arrangements for recruiting all staff, permanent and voluntary, will follow Local Authority guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.



- Safer recruitment best practice principles and sound employment practice will be applied and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our setting so as to unduly influence our setting's character and ethos. We are aware that such persons seek to limit the opportunities for our children thereby rendering them vulnerable to extremist views and radicalisation as a consequence.
- By adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our setting and staff team, we will minimise the opportunities for extremist views to prevail.
- The Pre-School Chairperson leads the recruitment process. The Manager and the Chairperson have undertaken Safer Recruitment Training.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by Kilnsea Pre-School in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'.

Parents/ carers will be issued with a hard copy of this policy on request. This policy will also be made available to parents/ carers via the setting website.

The effectiveness of this policy will be evaluated by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.



WHISTLEBLOWING POLICY

Whistleblowing is raising a concern about malpractice within an organisation. Kilnsea Pre-School is an organisation committed to delivering a high quality pre-school service, promoting organisational accountability and maintaining public confidence.

This policy provides individuals in the workplace with protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in the organisation. The policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the public interest. The Act covers behaviour which amounts to:-

- A criminal offence
- Failure to comply with any legal obligation
- A miscarriage of justice
- Danger to health and safety of an individual and/ or environment
- Deliberate concealment of information about any of the above

This policy is designed to nurture a culture of openness and transparency within the Pre-School, which makes it safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice.

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the Manager and/ or committee, who will advise the employee or volunteer of the action that will be taken in response to the concerns expressed. Concerns should be investigated and resolved as quickly as possible.

If an employee or volunteer feels the matter cannot be discussed with the Manager and/ or committee, he or she should contact the Early Years Advisor at Wokingham Borough Council on 0118 908 8260 or Ofsted on 0300 123 1231 for advice on what steps to follow.

A disclosure to the Manager and/ or committee will be protected. Confidentiality will be maintained wherever possible. The employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the organisation.



COVID-19 POLICY

Aim of the policy

This Policy defines and assists the operating arrangements in place within the Pre-School that assures compliance to the Government and leading body's requirements with relation to the Covid-19 pandemic. Please be aware that as the government response to the Coronavirus (Covid-19) evolves so too will the guidelines. We will modify our policy and procedures accordingly and they will stay in place until no longer relevant. Staff and families must work together to implement the procedures below to ensure we are able to minimise the spread of the Coronavirus (Covid-19) and provide the safest environment possible to children, families, and staff. We will continue to review this policy as the situation with the pandemic develops.

This policy applies to all employees, students and anyone visiting the pre-school, as well as service users, parents and children. At Kilnsea Pre-school we cannot control what happens outside, nor can we control children social distancing, but we can put in place safety measures to mitigate this.

What is Covid-19

Coronavirus disease (Covid-19) is an infectious disease caused by a newly discovered coronavirus. Most people infected with the Covid-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

The Covid-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes.

Symptoms

The main symptoms of coronavirus (Covid-19) are:

- a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- a loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

If any staff, child or any of either's household displays symptoms they can now be tested.

Method

The fundamental principles to be outlined in this policy relate to effective social distancing, good hygiene practices and avoiding coming into contact with infected children and adults or anyone displaying symptoms. The protective measures put in place for children, parents and staff reduces the risk of transmission. We will continue to follow all our other policies as long as they do not conflict with this policy and be guided by the EYFS as best as we can.



The main areas we will be considering are:

- Minimising contact with individuals who are unwell
- Maintaining personal and respiratory hygiene (hand washing, catch it, kill it, bin it)
- Ensuring cleanliness of the environment (especially frequently touched surfaces).
- The use of Protective and Personal Equipment (PPE)

'Systems of Control'

The Government Covid Guidance document – Actions for Early Years and Childcare Providers During the Coronavirus Outbreak – details a 'System of Controls' which provides a set of principles that will effectively minimise risks.

This is the set of actions Early Years settings must take. They are grouped into 'prevention' and 'response to any infection'

Prevention

- Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the setting
- Ensure face coverings are used in recommended circumstances.
- Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- Maintain enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents.
- Consider how to minimise contact across the setting and maintain social distancing wherever possible.
- Keep occupied spaces well ventilated.

In specific circumstances

- Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- Promote and engage in asymptomatic testing, where available.

Response to any infection

- Promote and engage with the NHS Test and Trace process
- Manage and report confirmed cases of coronavirus (COVID-19) amongst the setting community.
- Contain any outbreak by following local health protection team advice.

Monitoring

- Parents/ carers have a duty of care to inform staff at Kilnsea Pre-school if their child or anyone in their household is displaying symptoms or if they have been informed, they must self-isolate for any relevant reason.
- The pre-school is closely monitoring and gathering information from the Department of Health on the spread of Coronavirus (Covid-19) and keeping staff informed.



- As part of NHS's Test and Trace programme, if a cluster of cases are detected, a rapid investigation will be conducted, and settings will be advised on the most appropriate course of action; which maybe to close for a period of time.
- Parents must ensure the emergency contact details are up to date

Track and Trace

All visitors must sign into our visitor's book as per usual policy. On occasions we may need to request further information from visitors. This will be in rare circumstances when we don't hold any details on our records and would be unable to trace through other means.

These changes are to ensure that we are compliant with track and trace. The additional information we may request is as follows: -

- A contact phone number for each visitor, if a phone number is not available, we will ask for an email address instead, or if neither are available, then postal address
- The name of the assigned staff member in contact with the visitor, however this is only if the visitor only interacts with one member of our staff throughout their visit.

Should we obtain the above information, this would be solely for track and trace purposes and the information would be deleted within 21 days.

The community centre has a QR code advertised on the door; this is in place at the setting as the building is a community centre and Earley Town Council are responsible for the QR code for the main entrance to the building. Earley Town Council have their own responsibilities in relation to track and trace.

Visitors only need to be aware of this code and should only use it in relation to track and trace should they enter the building for any reason other than in relation to the Pre-School.

The Kilnsea Pre-School QR code is on the internal door into the main hall. We will encourage visitors to use this QR code upon entry to the Pre-School, however as per our usual health and safety and safeguarding policies, visitors will also be expected to update our visitor's book for all attendance within the Pre-School setting.

Any personal information we hold in relation to visitors attending the setting are stored within the locked office within the Pre-School.

Our visitor's book is in paper form and is stored within a locked office out of public view.

Please see our attached track and trace privacy policy. This is in addition to our data protection policy which can be accessed in the Kilnsea Pre-School policy document on our website.

Minimising contact with individuals who are unwell

Arrivals and departures

Only parents/carers who are symptom free/not in isolation can drop off or collect children.

Only 1 parent/carer to drop off or collect children. Parents will not have access into the building. Children will be dropped off and collected at the main front door. Parents should maintain current social distancing rules whilst waiting to drop off/collect their children. There is a Poster outside to remind parents/carers to continue to social distance upon arrival for drop off/collection.

Any communication with parents should be by phone/in writing or email to limit time/contact with parents. Children will wash hands or use hand sanitiser on entry and departure of the setting.



It is advisable for staff and children to change their clothing as soon as they get home and wash them immediately.

The only items to be brought to Pre-School are a small rucksack with a change of clothes, a lunchbox which is transparent and can be wipe cleaned and a sealed drinks container.

During the pandemic we are unable to carry out our usual “show and tell” activities.

New Starters

Parents/carers and children are able to attend our setting prior to starting for a period of no longer than an hour.

Visiting parents/carers must wear a mask at all times that they are within the setting.

We have a table directly next to the entrance doors with a chair at each end of the table. Parents/Carers visiting the setting will be encouraged to remain masked and seated on the chair nearest to the entrance/exit doors for the duration of their visit.

There is a line of grey chairs within the setting that we have built to act as a barrier; parents/carers will not be permitted to enter the area beyond the grey chair barrier. Parents/carers must also be aware that we will not be carrying out a tour of our premises and will not be giving them access to other areas of the setting. This includes areas such as the children’s toilets, which are located within the cordoned off area that parents/carers will be seated in during their visit.

Children are permitted to fully enter the Pre-School setting and experience all areas of Pre-School as they wish.

This visit should take place as near to their start date as possible.

It is the responsibility of the parents/carers to ensure that those attending this session are all symptom free, not in a position where they must self-isolate nor from a household where other members are showing symptoms of coronavirus.

Only one adult should attend this settling in session.

Both adults and children’s hands must be sanitised on entry and departure of the setting.

New starters during Government enforced lockdown

During a period of lockdown, imposed by local or national government regulations, we will be unable to carry out any visits to prospective parents/carers or children.

In order to verify the relevant documents of new starters during a lockdown, we may carry out email correspondence, phone calls, or meetings outside the entrance to the Pre-School. This will be communicated to the parents/carers accordingly.

Staff

- Staff must be symptom free and not in isolation to work.
- Staff to complete “Return to work health” questionnaire prior to re-attending the setting.
- Only 1 member of staff in the office/kitchen/toilet at any time.
- During session staff should maintain social distancing from each other wherever possible.
- Staff should wear a clean set of clothes each day.
- Staff to keep own pens in pockets.
- Staff not to share computer/tablets.
- Photocopier should be wiped clean with anti- bacterial wipes after each use by different staff member.

All staff are briefed and kept-up-to-date on procedures and given opportunity to raise concerns/make suggestions.



Staff who are clinically vulnerable

The advice from the Government is as follows:-

Clinically vulnerable staff can return to settings. While in settings they should follow the sector-specific measures to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distance from other staff in settings. This provides that ideally, adults should maintain a 2 metre distance from others. Where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

Staff who are pregnant

Government advice is as follows:-

Pregnant women are in the 'clinically vulnerable' category. They are generally advised to follow the above advice, which applies to all staff in early years settings.

Kilnsea Pre-School will conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work (MHSW) Regulations 1999.

Essential Professionals

On some occasion's other essential professionals such as social workers, speech and language therapists or counsellors, or other professionals are involved to ensure the support delivery of a child's Educational Health and Care plan.

Kilnsea Pre-School will liaise with these professionals and assess whether the professionals need to attend in person or can carry out their duties virtually.

If they need to attend in person, they will be made aware of this policy document to ensure they follow the relevant measures in place. They will keep the number of attendances to a minimum and where possible, maintain social distancing.

Other visitors

On occasions we may have other visitors attend the setting, including but not limited to contractors, committee members, other volunteers, individuals involved in special events.

Where possible and not relating to the children's presence, attempts will be made to ensure these visits are outside of setting hours.

These visits will all be pre-arranged so that staff can organise the children and prevent unnecessary contact.

All hygiene measures will be explained to visitors both on and before their visit.

Visitors should make phone contact with the Pre-School upon their arrival to the front door. The number is provided on the main door to the building.



Kilnsea Pre-School staff will meet visitors at the main door and then direct them into the Pre-School ensuring they only access the areas of the building required, maintaining social distancing where possible.

It is the responsibility of all visitors to ensure they are safe to enter the premises and that they do not have symptoms of coronavirus, nor have a need to self-isolate or have other members of their household displaying symptoms.

Kilnsea Pre-School will keep a record of all visitors attending the setting in compliance with health and safety and the new track and trace system (Further information on this is within our Covid-19 Track and trace Privacy Policy and section relating to track and trace above)

Maintaining personal and respiratory hygiene

- Hand washing is paramount.
- Staff/children to wash hands and/or use hand sanitiser on arrival. Staff/children to wash hands or hand sanitiser frequently during the day, especially before and after eating.
- Children should be supported in age-appropriate way to understand the steps they can take to keep themselves safe including regular hand washing, coughing into an elbow using a tissue and adopting “catch it, bin it, kill it” regime.
- Used tissues must be disposed of in a lidded bin.
- Children should be encouraged not to touch their face.
- Should any staff members have a requirement to wear PPE during the session; this will be disposed of in sealed nappy sacks/carrier bags and to be disposed of in kitchen lidded dustbin.
- Gloves to be worn when applying children’s sun cream.
- Staff should try where possible to keep a distance from children, not to talk face to face and not to have children on laps unless necessary.
- Children will need to ask for water during session and cup to be taken into the kitchen immediately for washing.

Government advice states that face coverings are not necessary when adults are interacting with children, even where social distancing is not possible. This is because face coverings may have a negative impact on interactions between staff and children. Use of masks should be avoided, however staff may wear them at their discretion, and it is recommended for staff to wear them during interactions with parents/carers or other adults visiting the setting.

Since 20 July, early years settings have no longer been required to keep children in small, consistent groups within settings. For this reason, the children do not have to be separate bubbles at this setting and can mix freely together.

Outdoor play will be maximised when possible.

Ensuring cleanliness of the environment

- Doors/windows will be open as much as possible to ensure ventilation.
- Air conditioning can be used in the Main Hall.
- The kitchen is not to be used by any other users, only Kilnsea Pre School have access.
- Enhanced cleaning during session, mainly of the frequently touched areas such as door handles/toilets/wash basins etc.
- Resources washed and or sterilised at end of each day.
- Equipment limited to ensure time each day to clean it, only small amount of each resource to make cleaning easier.



- Purple mats washed/anti-bac after each session.
- No pillows, cushions, soft toys or dressing up are permitted at this time.

When the Community Centre/ premises is used by other groups during pre-school hours they will be advised which door to enter and leave by and will not have access to the kitchen. Start times will be staggered for hirers to reduce contact with other groups. When the hall is not required after pre-school hours Kilnsea Pre-School may leave their equipment out, however Kilnsea Pre-School will be responsible for the cleaning of the hall on this occasion and not Earley Town Council.

Kilnsea Pre-School are required to vacate the main hall promptly after their session to allow the caretaker to clean thoroughly before the next hirer.

Responding to a suspected case of Covid-19

If a child/adult develops coronavirus symptoms whilst at pre-school they should be collected/go home as soon as possible. They should book a test as soon as possible and they should self-isolate at home in line with NHS guidelines and engage with the NHS Track and Trace process.

Whilst waiting to be collected the child should be moved to the corridor area leading to the garden with external doors open to allow ventilation.

The staff member waiting with the child must wear PPE, mask/ face shield/apron/gloves and where possible keep 2 metre distance from the child.

Staff and other children do not need to go home at this point but must self-isolate should they develop symptoms of coronavirus.

If any staff, child or any of either's household displays symptoms they can now be tested. Individuals should be directed to www.nhs.uk for details of how they can access a test.

Parents/carers and staff must immediately inform Kilnsea Pre-School of the results of the test:

- If someone begins to self-isolate because they have symptoms similar to coronavirus (Covid-19) and they get a test which delivers a negative result. If they feel well and no longer have symptoms similar to coronavirus (Covid-19), they can stop self-isolating. They could still have another virus, such as a cold or flu, in which case it is still best to avoid contact with other people until they are better. Other members of their household can also stop self-isolating.

If someone tests positive, they should follow guidance for households with possible coronavirus infection available at <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19>.

We are not including this advice within the policy as it is continually changing and anyone accessing this policy must make themselves aware of the latest guidance from the Government, NHS and Public Health England.

- Once we are informed of a positive test, we will ring the Department of Education Helpline on 0800 0468687 and we will ensure we follow all relevant advice received.

As part of NHS's Test and Trace programme, if a cluster of cases are detected, a rapid investigation will be conducted and will advise settings on the most appropriate course of action, which may be to close for a period of time.



We have a duty to notify OFSTED should we have a positive case of coronavirus from an individual who has been in attendance at our setting.

For any children away from our setting relating to Covid-19 we will ensure we maintain contact with parents/carers and will ensure we share the following to support the children's development: -

- BBC's Tiny Happy People
- National Literacy Trust's Family Zone
- <https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19>

Anyone who has had Covid-19 symptoms or left the setting due to suspected symptoms cannot re-attend the setting until they have had a negative test result for Covid-19, or they have self-isolated in line with government guidance.

Parents/carers need to be aware that if we do not have confirmation of a negative test, we will be asking for a period of self-isolation in line with government guidance and will not permit children to the setting until this has been completed

Music, dance, and drama

This guidance relates to organised group activity, not to spontaneous singing, dance and role-play that young children may naturally do, and should be encouraged to do, by early years practitioners.

Music, dance and drama build confidence, help children live happier, more enriched lives, and discover ways to express themselves. There may, however, be a cumulative risk of infection in environments where organised singing, chanting, playing wind instruments, dance and drama takes place.

At Kilnsea, we will continue with singing in organised activities and we still have plans to teach the children the relevant songs relating to events such as Christmas.

We are unable to hold our annual Christmas Show this year and as the pandemic progresses it may be that other events have to be postponed or cancelled.

During our pre-arranged singing sessions, we will ensure children are socially distanced as far as possible to limit both droplet and aerosol risks. We will ensure good ventilation during these sessions and will ensure windows and doors are open where possible, taking all opportunities to sing outside when the weather permits.

We will ensure that any background or accompanying music is at a level which does not encourage participants to raise their voices unduly.

We will allow the children to use instruments but as per government guidance will ensure that wind instruments are not provided and as per all other resources will ensure the appropriate cleaning after the session.



Topics

We will continue to have topics each week to support learning objectives and give some structure to our weekly activities. Sadly, at this time children are not permitted to bring items from home for show and tell.

We will encourage the children to complete arts and crafts whilst at the Pre-School. We will continue to send the children home with any items they have produced at our setting unless we are told otherwise by the parents/carers.

Matters relating to staff qualifications/training

Paragraph 3.30 of the EYFS states:

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

We consider the extent of the coronavirus (COVID-19) pandemic to be an exceptional temporary circumstance in which the staff to child ratios set out in the EYFS can be changed if necessary. Early years settings and schools, however, remain responsible for ensuring the safety and security of children in their care.

Amendments made to regulations from 24 April allow further exceptions to be made to the qualification level that staff hold in order to be counted in the ratio requirements.

Settings should use reasonable endeavours to ensure that at least half the staff (excluding the manager) hold at least a full and relevant level 2 qualification to meet staff to child ratio requirements, but this is not a legal requirement.

DBS checks

According to the early years alliance "these are still required for new staff (3.11). If an application had been made but the DBS disclosure has not arrived, new staff and volunteers can still care for children as long as they are supervised by someone with a DBS check.

Under no circumstances can an unchecked member of staff be left alone with children. Where a worker is already engaged in regulated activity and has the appropriate DBS check, there is no expectation that a new check should be obtained for them to temporarily move to another setting.

The onus remains on the receiving setting to satisfy themselves that the appropriate checks have taken place. This could also include seeking clarification from the existing employer".

First aid

According to the Early Years Alliance "if children aged between two- and five-years-old are being cared for, providers must use their "best endeavours" to ensure one person with PFA is onsite when children are present. If this is not possible, providers must carry out a written risk assessment and ensure that someone with a First Aid at Work or emergency PFA certification is on site at all times when children are on the premises. New entrants (L2 and L3) will not need to hold a PFA certificate within their first three months in order to be counted in staff: child ratios.



If a practitioner is unable to renew their first aid certificate for reasons directly related to Covid-19, the validity of current certificates can be extended by up to three months. This applies to certificates expiring on or after 16 March 2020.

Providers will need to be confident that where certificates have expired they have plans in place to update them asap once the crisis is over which may be a challenge as first aid training is not always easy to access and is likely to be oversubscribed once the restrictions are lifted”.

Early Years additional responsibilities throughout the pandemic

- safeguarding - local agencies, services and settings should work together to actively look for signs of harm given the greater risk of harm that some children may have been exposed to through the coronavirus (Covid-19) pandemic
- supporting the learning and development of, and caring for, the children who attend, as set out in the early years foundation stage (EYFS)
- in the case of vulnerable children, particularly those with social workers, we should continue to encourage these children to attend regularly and notify their social worker if they stop attending
- Planning and implementing the protective measures that have been in use throughout the coronavirus (Covid-19) pandemic.

Committee Meetings/AGM

Guidance will be continually viewed in the lead up to these events; however, it is likely that for some time these will be held virtually.

The relevant communication will be sent out to all attendees to ensure they have appropriate notice and are able to connect to the online resources as required.

This document has been compiled using advice from: -

www.nhs.uk
www.gov.uk
www.eyalliance.org.uk

Monitoring of this policy

This policy will be reviewed regularly by the Manager, Chairperson, Health and Safety Officer and committee. New government legislation and policies will be incorporated appropriately as and when required or informed.

KILNSEA PRE-SCHOOL TRACK & TRACE PRIVACY POLICY

The development of the NHS ‘Test and Trace’ scheme is a key part of the government plan to manage Coronavirus.

As more children, families and staff are returning to our settings, the safety and wellbeing of all is a priority. Planning to manage a safe return is in place, however our responsibility extends beyond this.



We hold a lot of data, and it may be necessary for us to share that data on request from NHS Test and Trace workers. We will do this and will play our part in making this process as effective as possible.

If a setting is contacted by NHS Test and Trace

It is likely that we will be asked to provide contact details if a case of Coronavirus or a suspected case arises in one of our settings and there is an obligation on us to support the government's planning. We will therefore provide details as requested to comply with the request.

We will be sharing data on the basis that this is a Public Duty (as set out below) and that in the case of any health data it is necessary for the public interest. Please be assured that we will keep a record of information that we share.

This Privacy Notice should be read in alongside the other GDPR and Data Protection information on our website. If you have any questions, please contact our Manager, Gilly Turner in the first instance.

NHS Test and Trace and the law on protecting personally identifiable information, known as the General Data Protection Regulation (GDPR), allows Public Health England to use the personal information collected by NHS Test and Trace.

The section of the GDPR that applies is: Article 6(1)(e) 'processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller'

As information about health is a special category of personal information, a further section of the GDPR applies:

Article 9(2)(i) 'processing is necessary for reasons of public interest in the area of public health, such as protecting against serious cross-border threats to health or ensuring high standards of quality and safety of healthcare'

Public Health England also has special permission from the Secretary of State for Health and Social Care to use personally identifiable information without people's consent where this is in the public interest. This is known as 'Section 251' approval and includes the use of the information collected by NHS Test and Trace to help protect the public from coronavirus.

The part of the law that applies here is Section 251 of the National Health Service Act 2006 and the associated Health Service (Control of Patient Information) Regulations.



DIVERSITY, INCLUSION & EQUALITY POLICY

Safeguarding and Welfare Requirements of the Early Years Foundation Stage (EYFS) – Equal Opportunities

Providers must have and implement a policy and procedures to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

Policy Statement

We will ensure that our service is fully inclusive in meeting the needs of all children. We understand the factors relating to diverse family backgrounds that affect the well-being of children and can impact on their learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity, and we aim to:-

- Provide a secure and accessible environment in which all of our children can flourish and in which all contributions are considered and valued.
- Provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people.
- Challenge and eliminate discriminatory actions.
- Foster good relationships between all communities.

Procedures

Admissions

- We advertise our service widely and operate a waiting list based on a fair system. Children must be at least 18 months of age to register and can be offered a place from the age of 2 years (from the term after the child turns 2), depending on availability. In the first instance places are allocated on a date of birth basis; however, if places are limited, a younger child on the list will take priority over an older child if the younger child had been registered first. A 3 or 4 year old child who has not been registered, but requires a place, will only be offered a place once all the younger children on the list had been allocated places.
- We actively welcome all parents/ carers to our setting and work with parents/ carers of a child with particular needs to ensure that we can meet these needs in our setting.
- We ensure that all parents/ carers are aware of our Equality Policy.
- We provide information in clear concise language, whether in written or spoken form.
- We will deal with any bad language or discriminatory behaviour by staff or parents/ carers in the strongest possible manner. Display of potentially offensive materials in and around the premises, name-calling or threatening behaviour is unacceptable. Our response will aim to be sensitive to the feelings of any victim(s) and to help those responsible to understand and overcome their prejudices.
- We make every attempt to meet the social, physical and educational needs of every child in our care, but there may be occasions when a child's needs are greater than we can manage. Should any limitations in our setting (e.g. physical environment, financing of support staff) mean that we feel we are no longer best able to meet the needs of a particular child, we will discuss strategies with parents/ carers and work with them to find an alternative setting. We would help fully with the transition process.



Employment

- The Pre-School will appoint the best person for each job, subject to references and Disclosure and Barring Service (DBS) checks; and all applicants are judged against explicit and fair criteria. Our recruitment and selection process has been developed in line with best practice to ensure fairness and accessibility.
- Information sent to applicants, with job descriptions, include a sentence outlining our expectation that all staff are committed to the promotion of equality and the recognition of and respect for diversity.

Training

- We seek out training opportunities for staff to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices regularly to ensure that we are fully implementing this policy.

Curriculum

Planning for the care and educational needs of individual children takes account of issues of diversity – gender, cultural and religious heritage, languages spoken, special abilities or disability. All children in our setting are respected and their individuality and potential recognised, valued and nurtured. The curriculum offered encourages children to develop positive attitudes about themselves as well as people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. We do this by:-

- Ensuring that all children have equality of access to learning.
- Making appropriate provision within the environment to accommodate different learning styles and/ or sensory or physical impairments.
- Choosing resources that give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society.
- Providing materials selected to help children develop self-respect and to respect other people by avoiding stereotypes, derogatory pictures or messages about any group of people.
- Celebrating a wide range of festivals – our aim is to show awareness of all major events in the lives of the children and families in the Pre-School, and in our society as a whole.
- Reflecting the variety of languages spoken in the group by providing a diversity of language displays on posters.
- Ensuring that children are supported in the development of their home language with the support of parents/ carers, and those learning English as an additional language are supported in their learning to access the full curriculum.

Valuing Diversity in Families

- We encourage children to contribute stories of their everyday life to the setting, so that others are aware of the diversity of lifestyles within families.
- We recognise that many different types of family group successfully love and care for children.
- We encourage parents/ carers to take part in the life of the setting and make every effort to include families for whom English is an additional language.



- We offer a sympathetic and individualised approach to families with differing means and offer information about sources of financial support.

Food

- Any medical, cultural or dietary needs of a child will be met.
- Children are encouraged to learn about a range of foods, cultural approaches to mealtimes and eating, and to respect the differences amongst them.

Meetings

- The time, place and conduct of meetings will ensure that all families have an equal opportunity to attend.
- Information about meetings is communicated verbally, in writing and electronically to ensure full coverage of all the families connected with our setting

Legal Framework

The Equality Act (2010)

Children Act (1989 and 2004); Children and Families Act (2014)

Special Educational Needs and Disability Regulations Act (2014) – SEND Code of Practice 2015

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Policy Statement

We provide an environment in which all children, including those with special educational needs and disabilities (SEND) are helped and encouraged to reach their full potential. We do this by:-

- Having regard to the Children and Families Act (2014) and the SEND Code of Practice (2015)
- Identifying the specific needs of children with special educational needs and disabilities and meeting those needs through a range of SEND strategies
- Working in partnership with parents/ carers and other agencies in meeting an individual child's needs.
- We ensure that our provision is inclusive to all children with special educational needs and disabilities.
- We monitor and review our policy, practice and provision, and if necessary, make adjustments.

Procedures

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCo) and make his/ her name known to all parents/ carers.

Our SENCo and Lead Language Practitioner (LLP) is Sheralee Warburton.

We also ensure that the provision for SEND children is the responsibility of all staff within the setting.

- Communication takes place between a child's Key Person, the SENCo, the Pre-School Manager and a child's parents/ carers to establish a positive working partnership.



- We ensure that parents/ carers are informed at all stages of the assessment, planning, provision and review of their child's education, and provide information on sources of independent advice and support.
- Our system of observation and record-keeping enables us to monitor a child's needs and progress on an individual basis. If required, an Early Years Intervention Plan (EYIP) will be written in partnership with parents/ carers.
- We use a graduated approach for identifying, assessing and responding to a child's special educational needs.
- We liaise with other professionals involved with children with special educational needs e.g. local authority advisors, health visitors, psychologists, social workers and paediatricians.
- If at any time a child is appearing to be in need of support, having not responded to the general strategies used for all children, the Pre-School has permission from parents/ carers to seek external advice from other professionals. Parents/ carers are of course consulted and informed at each stage.
- If it is felt that a child's needs cannot be met in the Pre-School without the support of a 1 to 1 worker, funding will be sought to employ one. If special needs have been identified BEFORE a child has joined our group, we may need to postpone a start date until funding has been confirmed. Families will be fully informed, and creative solutions sought so that the child can join us.
- Should parents/ carers have any concerns regarding the provision for their child, they should speak to the Manager, SENCo or their child's Key Person who will endeavour to alleviate any concerns.
- Our staff attend in-service training on special educational needs whenever possible – this may be provided by Wokingham Borough Council or other professional bodies. If any member of staff has any particular specialism e.g. Makaton, British Sign Language (BSL), then parents/ carers may be made aware of this.
- There is a transition process to support the child moving on to his/ her next setting or school. The Manager and SENCo/ Key Person meets with staff from the new setting to hand over the child's records and ensure that new staff are aware of the child's needs.



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

This policy is linked to the Early Years Foundation Stage Statutory Framework (birth to five years).

Introduction

This policy is a statement of the aims and procedures in place for children who have English as an additional language at Kilnsea Pre-School. As a Pre-School, we seek to celebrate diversity and we ensure that children who join our Pre-School who speak English as an additional language are effectively supported in accessing education and developing their English skills.

Aims

- To ensure that the Pre-School is welcoming to children from an EAL background
- To ensure that individual children are supported at their cognitive level, regardless of their previous education or background
- To establish communication links with children's families and to assess children's development in their home language
- To provide appropriate support for English language learning for both the child and their families
- To ensure that every child's culture and language is valued
- To monitor and assess progress regularly and to check that the children have the opportunity to achieve their full potential for learning
- To keep all staff informed by providing opportunities for information sharing

Learning Language

- We recognise the fact that a child may enter the setting who is already developing one or more languages
- We allow these children space, time, patience and support
- We celebrate the skills that they have in their home language as we believe this promotes the child's confidence in their own abilities and will help raise their self-esteem
- We reassure parents that their child will benefit if they use and develop their home language as well as English
- We invite parents to share their home language and culture with staff and other children in the Pre-School through parent rota and participation in activities

Social Skills

- Children who share the same home language are encouraged to spend time together and communicate with each other
- Key People ensure they make activities as visual as possible and use additional resources, when needed, to assist EAL learning and make sure there is full access to the learning environment
- Staff use gestures, where possible, facial expressions, actions together with props to explain an activity, when needed.



Equality

All children have a right to an education, regardless of their background. This policy should be read in conjunction with our Pre-School's Equality Policy.

COMPLAINTS PROCEDURE

As a member of the Pre-School Learning Alliance we aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time.

Making concerns known

- A parent/ carer who is uneasy about any aspect of the group's provision should first talk over any worries and anxieties with the Pre-School Manager.
- If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parent/ carer should put the concerns or complaint in writing and request a meeting with the Pre-School Manager and the Committee Chairperson. Both parents/ carers and the leader should have a friend or partner present if required and an agreed written record of the discussion should be made.
- The chairperson is: Adam Rowland email address kilnseachairperson@gmail.com
- When a complaint is made or any concern made known, the Pre-School will complete A complaint record from the outset.

Most complaints should be resolved informally or at this initial stage.

- If the matter is still not sorted out to the parent's/ carer's satisfaction, the parent/ carer should again contact the Chairperson.
- If the parent/ carer and the group cannot reach agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation.
- The mediator will help define the problem, review the action so far and suggest ways in which it might be resolved.

The mediator will keep all discussion confidential. They will meet the group if requested and will keep an agreed written record of any meetings that are held and of any advice they have given.

The role of the registering authority

In some circumstances, it will be necessary to bring in the local authority registration and inspector unit, their name and address is: - Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD, Tel No. 0300 123 1231, who have a duty to ensure laid down requirements are adhered to and with whom the Early Years Alliance works in partnership to encourage high standards. The registering authority would be involved if a child appeared to be at risk, or where there seemed to be a possible breach of registration requirements. In these cases both parents/ carers and the Pre-School would be informed, and Ofsted would ensure a proper investigation of the complaint followed by appropriate action.



We believe that most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interest of the Pre-School and parents/ carers that complaints should be taken seriously and dealt with fairly and in a way that respects confidentiality.

PUBLICITY POLICY

We will ensure that the existence of the Pre-School is widely known in all local communities, and will place notices advertising the Pre-School in places where all sectors of the community can see them, in more than one language if appropriate.

The Pre-School will monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.

The Pre-School will make our equal opportunities policy widely known.

CHANGE OF DETAILS

Any change of address, telephone number, medication, diet, or any other relevant information which will be to the well-being of your child must be given to the Manager. It is vital, especially in case of emergency - where parents need to be contacted urgently, that we have up-to-date details.

We need to know at least a ½ term in advance when a move takes your child out of Kilnsea Pre-School. This helps greatly with our planning; and the place can be offered to another child. If a reasonable period of notice is not given, a penalty charge may be levied.

CONFIDENTIALITY POLICY

The Pre-School's work with children and families will sometimes bring us into contact with confidential information.

To ensure that all those using and working in the Pre-School can do so with confidence, we will respect confidentiality in the following ways:

Parents/ carers will have ready access to the files and records of their own children but will not have access to information about any other child.

Staff will not discuss individual children, other than for purposes of curriculum planning/group management, with people other than the parents/carers of that child.

Information given by parents/carers to the Pre-School leader or Key Person will not be passed on to other adults without permission.

Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions.



Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group except with the child's Key Person/ Manager and the Chairperson/ Committee.

Students on Early Years Alliance or other recognised qualifications and training, when they are observing in the Pre-School, will be advised of our confidentiality policy and required to respect it.

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

STUDENT PLACEMENTS

We recognise that the quality and variety of work which goes on in a Pre-School makes it an ideal place for students on placement from Early Years training and qualifications.

In co-operation with educational providers, we welcome students into the Pre-School on the following conditions:-

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the Pre-School.
- Students must be engaged in bona fide early years training which provides necessary background understanding of children's development and activities.
- Any information gained by the students about the children, families or other adults in the Pre-School must remain confidential.
- Students will not have unsupervised access to children.



POLICY ON THE RECRUITMENT OF EX-OFFENDERS

As an organisation using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, Kilnsea Pre-School complies fully with the DBS Code of Practice and undertakes to treat all applicants fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed.

Kilnsea 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.

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

Unless the nature of the position allows the Pre-School to ask questions about the applicant's entire criminal record, we only ask about unspent convictions as defined in the Rehabilitation of Offenders Act 1974.

We ensure that all those in the 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.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to the withdrawal of an offer of employment.

We make every subject of a DBS Disclosure aware of the existence of the DBS 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 the Pre-School. This will depend on the nature of the position and the circumstances and background of the offences.



CLOSURE POLICY

On some occasions it may be necessary to close Kilnsea Pre-School at short notice. These occasions are very rare. The situations when this may arise include, but are not limited to:-

- Power cuts
- Staff sickness
- Damage to the community centre
- Infected equipment
- Severe weather conditions

If it is necessary to close the Pre-School before 9.30am, either the manager or Supervisor will aim to contact you before preschool however if we are unable to make contact parents/carers will be informed on arrival and given clear instructions regarding the closure and when the Pre-School will, or is likely to, re-open.

If it is necessary to close the Pre-School after 9.30am, parents/ carers will be contacted and asked to collect their child(ren) as soon as possible. Again, clear instructions regarding the closure will be given and when the Pre-School will, or is likely to, re-open.

Should we have to close due to any of the above reasons or any unforeseen circumstances we are unable to refund any fees for missed sessions, as our costs i.e. salaries, time and rent remain the same and still have to be met. Should there ever be a closure over an extended period, we would review this. If this causes great hardship, a written application for a refund can be made to the committee.



DATA PROTECTION POLICY

Policy Statement

We take a great deal of care to ensure that any personal data held by the Pre-School – children, parents/carers, staff, committee members – is held securely and within the requirements of the GDPR (2018) and the Human Rights Act 1998. Confidential information is only accessible and available to those who have a right or professional need to make use of it, and all adults involved in the group are informed of this.

This policy and the attached procedures (Procedure for notification of a Data Breach, Subject Access Request, Transfer of records to school) should be read alongside our privacy notices, issued to families, staff, committee members and the third parties we have to share information with.

Responsibility for Data Compliance

The overall responsibility for data compliance in our setting lies with our Manager and Chairperson of Committee.

Our Administrator co-ordinates the waiting list and records of children and families and our Finance Officer manages our accounts and the payroll with our local company and auditor. Our Supervisor oversees the management of the electronic learning journal (children's records) and our SENCO prepares reports/assessments for children with special educational needs. The Committee Chairperson takes the lead in staff recruitment and has an overview of staff records when necessary.

The records we keep

These fall into 4 categories, the first of 3 of which incorporate mandatory personal data;

- For children and families: personal information, contact details, family characteristics (often optional) health and medical, welfare records and the involvement of other agencies where appropriate, developmental records and observations.
- For staff: employment records on a personnel file, information for DBS checks, professional development information, health records relating to job performance.
- For committee members: personnel contact details, information for DBS checks.
- Records relating to the management of the setting – our registration, contracted records, financial accounts, risk assessments.

Storage and protection of data

- We have undertaken a risk assessment on data security, and this will be reviewed regularly.
- All paper records are kept in our locked office within the community centre as are archived records. The office keyholders are the Manager and Deputy Manager only.
- Electronic information is kept on encrypted laptops and encrypted memory sticks. The Manager, Administrator, Finance Officer, Deputy Manager and SENCO, Committee Chairperson and Treasurer are responsible for ensuring information held by them is backed up on the hard drive of the office laptop. Nothing is saved on a personal laptop. Each keyworker has a password protected tablet (learning book) for recording observations.



- Personal identification in records of discussions is minimised by the use of initials only where possible.
- Our landlord, Earley Town Council, is to provide a lockable mailbox for the centre, Manager and Caretaker to hold keys, so that any sensitive information sent to us is held securely until the group is in session.

Data 'on the move'

As we operate in rented premises for sessions times only, staff are often unable to complete the necessary administration onsite. The Management Committee has considered:-

- what information is taken off site
- what devices and software is used
- what training in data awareness staff have received
- staff awareness of the breach of notification process

and are satisfied that the risks around personal data are being well managed. All new staff and committee members will be advised of their responsibilities

All staff who need to take work offsite have been advised on secure storage and transportation of paperwork and this will be reviewed regularly.

Guidance from the ICO (Information Commissioners Office) has been incorporated in this section.

Retention and destruction of information

Retention periods for different types of information vary – some are at our discretion and others are statutory requirements.

Children's records, including registers, medication and accident records

- those who register with us and do not take up a place- 1 year
- those attending then leaving us – 3years
- accident/medication records -21yrs
- relating to child protection, SEND, health care needs, LADO records – 24yrs

Personnel records.

We follow statutory requirements and recommendations set out in the Early Years Alliance document on Retention Periods, covering recruitment, wages and salaries, disciplinary and child protection, tax and insurance, pensions, sickness and health and safety.

Financial and administrative records

We follow statutory and requirements and recommendations set out in the Early Years Alliance document on Retention Periods. Wokingham Borough Council also set retention times to their paperwork.

The Management Committee will produce a document outlining our disposal schedule – all paperwork will be destroyed by cross cut shredder, and electronic records deleted by officer/staff member responsible.

Client access to records (Subject Access Request)

An individual parent/carer is entitled to request details of their data held and be given reasons for the processing of it. The request should be made in writing to our Manager and a reply will be provided free of charge within one month. We may charge a fee towards the cost of our time if the request is complex or excessive. A record of all requests will be maintained (see procedure).



Information sharing

- If at any point a child is appearing to be in need of support, having not responded to the strategies used for all children, we will seek parental permission to ask for external advice and support from other professionals, such as the Early Years Inclusion Advisor.
- We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest e.g. to prevent a crime being committed, or when NOT sharing it would have a worse outcome than sharing it.
- We share information with our local authority, a local 'auditor' and payroll company in order to fulfil our obligations as a registered charity and an employer. We have ensured that all third parties operate within the remit of the GDPR.

Supporting procedures

1. Procedure for the notification of data breach

- Any incident involving a possible breach should be notified immediately to the Manager, who will consider:-
 - The type of data and its sensitivity
 - What protections were in place (e.g. encryption)
 - What has happened to the data
 - Whether the data could be put to any illegal or inappropriate use
 - What category of people have been affected (children, parents, staff, volunteers) and whether there are wider consequences.
- Inform the Chairperson and any other agencies e.g., police, social services
- Inform those individuals whose data has been affected
- Review all policies and procedures to make any changes
- Provide any further training
- Prepare a public statement if any adverse publicity likely
- Keep a full record of the breach and actions taken
- Inform the ICO WITHIN 72 HOURS: if unsure as to the seriousness of the breach seek advice from the ICO with an initial report.

2. Procedure to deal with a Subject Access Request (SAR)

All SARS should be in writing (paper or electronic) and directed to the Manager, who will;

- Clarify that this is a SAR – not FOI request from a member of the public, or 'educational record' request (Pre-schools, as not publicly accountable bodies, are not required to respond to an FOI request)
- Confirm the identity of the person making the request
- Clarify what information is requested, if it is available, note the dates information requested. There is now 1 month to reply
- Does the request contain information about a 3rd party – if yes either seek permission from the 3rd party to disclose OR summarise the information to protect the 3rd party. Information can be withheld to protect 3rd party rights.
- Remove any jargon from the information



- Supply in either paper/electronic format
- Record the request

If requests are complex, onerous or excessive a fee to cover the cost of time taken can be charged.

3. Procedure for the transfer of records to schools

Wherever possible, we meet with teachers or managers from other settings to hand over paper copies of all assessments and observations made of children during their time at pre-school.

In some instances, when a teacher or manager does not want to attend a face-to-face handover, we give records to parents/carers to hand to their child's next setting.

We do not transfer any information electronically.