

Sturry Pre-School

Registered Charity 1022403

**PROSPECTUS 2025/2026**

A child playing in a sandbox

AI-generated content may be incorrect.



A child sitting at a table

AI-generated content may be incorrect.A child playing with colorful plastic blocks on a black table

AI-generated content may be incorrect.

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#### THIS DOCUMENT IS AVAILABLE IN LARGE PRINT

# Introduction

Sturry Pre-School first opened in 1968 in Sturry Village Hall (now the Social Centre). In February 2002 we moved into our own purpose built unit within the grounds of Sturry Church of England Primary School thanks to a large grant from the Community Fund (National Lottery).

We are a registered charity and as such do not make a profit from the fees we charge. We are registered with OFSTED and are able to offer funded places to eligible two, three and four-year-olds (subject to availability). Our setting has been rated Outstanding in Behaviour and Attitudes and Personal Development and Good in Quality of Education and Leadership and Management leading to an overall effectiveness rating of Good. Inspection 21st January 2020. Our report is available on request or at [www.ofsted.gov.uk/reports.](http://www.ofsted.gov.uk/reports)

We are part of a collaboration of 14 settings who work together to share good practice and provide our staff with exciting and relevant training. We believe that inclusion means that barriers are identified and broken down to ensure all parties feel a sense of belonging and are able to participate fully in the life of the pre-school.

## What we offer your child

* A specially tailored curriculum leading to approved learning outcomes.
* Online Learning Journals to enable you to track your child’s progress.
* Individual care and attention made possible by a high ratio of adults to children.
* Fun and friendship with children and other adults.
* The support of a family Key Person.
* Opportunities for you and your family to become directly involved in the activities of the group and in your own child’s progress.

## Sessions Offered

|  |  |  |  |
| --- | --- | --- | --- |
| Monday |  | 9.00am – 12.00am | 12.00pm – 3.00pm or 9.00am – 3.00pm |
| Tuesday |  | 9.00am – 3.00pm | (Sunflowers) |
| Wednesday |  | 9.00am – 12.00pm |  |
| Thursday |  | 9.00am – 12.00pm | 12.00pm – 3.00pm or 9.00am – 3.00pm |
| Friday |  | 9.00am – 12.00pm | 12.00pm – 3.00pm or 9.00am – 3.00pm |

We provide a flexible attendance pattern depending on family needs and availability. Children eligible for funding are (where possible) given their funded education where no charge is payable for any services, except those services that are not included under our Provider Agreement with KCC. There is other government funding available and depends on eligibility and availability, please see the Fee Structure information.

## Sunflowers

This is the name we give to the cohort of children who will be going to school in September 2026.

## Our Vision and Values



**Voice**

**-**

**Well**

**-**

**being**

➢

**All transitions are supported**

➢

**We use meaningful praise to**

**Instil confidence**

➢

**The embedded key person**

**approach supports well**

**-**

**being**

**and relationships**

➢

**All children’s well**

**-**

**being is**

**Monitored 3 times a year**

**Our**

**Vision and Values**

➢

**We believe that children learn best in an atmosphere of**

**fun, challenge and high expectation.**

➢

**We provide a wide range of exciting learning opportunities**

**to encourage every child to achieve their**

**best possible**

**outcomes and prepare them for life ahead.**

➢

**Working in partnership with parents and carers, the**

**dedicated and inspirational staff support each child to**

**solve problems and lead their own play and learning in our**

**safe and inclusive**

**environment.**

|  |  |  |
| --- | --- | --- |
| **Voice- Respect**   * **All children and adults will be heard** * **We appreciate and value differences** * **Manners are valued**   **Within the pre-school**   * **Everyone is welcomed** |  | **Voice- Professional learning**   * **All staff embrace CPD** * **All staff are open to new ideas and theories** * **Staff keep up to date with new thinking** * **We seek knowledge and advice from other professionals** |

|  |
| --- |
| **Voice- Pupil learning**   * **Our planning reflects children’s interests** * **Independence is encouraged and celebrated** * **Children learn through play and first hand experiences** * **Strategies are used to support children’s individual needs** |

## Jargon

During your time at Pre-School you will come across abbreviations and names that we are so familiar with we often forget to explain properly. Please ask us if you are not sure what we’re talking about!

|  |  |
| --- | --- |
| SEN | Special Education Needs |
| SENCo | Special Educational Needs Co-ordinator now known as Inclusion Coordinator |
| OFSTED | Ofsted is the inspectorate for children and learners in England. It is their job to contribute to the provision of better education and care through effective inspection and regulation. |
| EYFS | Early Years Foundation Stage |
| EYDSL | Early Years Designated Safeguarding Lead |
| ECERS | Early Childhood Environmental Rating Scale |
| GDPR | General Data Protection Regulation |

## Contact Details

Sturry Pre-School

Park View

Sturry

CT2 0NR

Telephone: 01227 719577 Mobile: 07398 533189

E-mail: sturrypreschool@btconnect.com for our website [www.sturrypreschool.org.uk](http://www.sturrypreschool.org.uk).

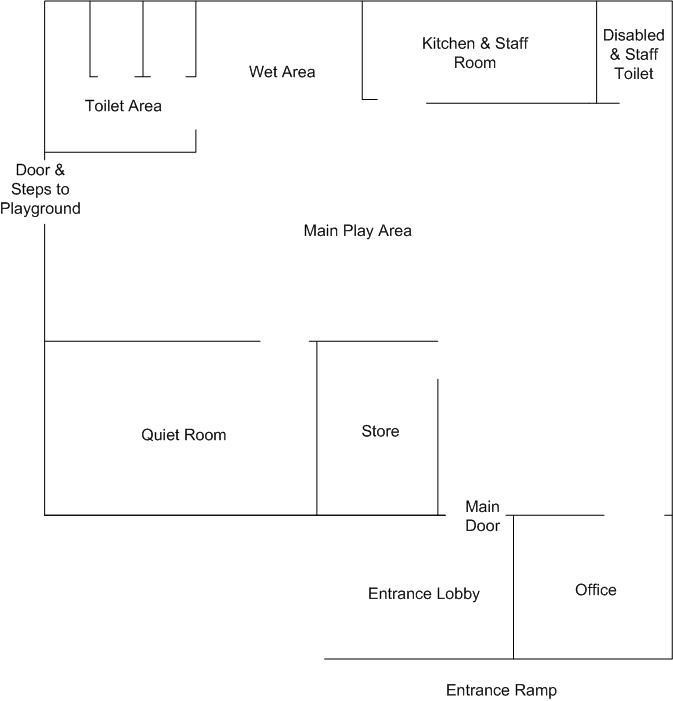
## Bank Details

**Account name**- Sturry Pre-school

**Bank**- Santander

**Sort Code**- 09-01-51

**Account no**- 18238302

**Floor Plan **

# Starting Pre-School

## The First Days

All families who come to Sturry Pre-school will be allocated a key person. This will be your first point of contact and give you the opportunity to have a named person to help you during the first days. The key person will support you and keep records of your child. Your child will have their own individual online Learning Journal and you can receive photos and observations through the Parentzone facility that you may have access to through the software that we use, Iconnect. You can also add your own photos and notes at home through Parentzone, we love to see what the children have been doing outside Pre-School. Your child will also have their own Unique Story Folder which will contain their Learning Diary, examples of their work and any other documentation. These are kept in the Activity room so that you can look at them any time, you are also welcome to take them home, please sign them out if you do so. Please add to our records by putting your own photo’s or notes into them, it is lovely for us to see what they enjoy doing at home as it may be different to what they enjoy in the setting.

We understand the huge new experience that this expansion of their immediate world, getting to know a new place and new people can be to children. A child who is tense and unhappy will not be able to play or learn properly, so it is important for parents and pre-school staff to work together to help the child to feel confident and secure in the group. This takes longer for some children than others and parents should not feel worried if their child takes a while to settle. We will use our strategies detailed in our policy (5.3 Transitions and the Key Person Approach) to support your child to settle into pre-School life.

When you collect your child, please remember to collect all of your children’s belongings, including bags, water bottles and lunch boxes. You will also receive any newsletters, invoices for payment and any other information will be in your child’s named tray. Please remember to NAME all of your child’s belongings.

**What to Wear** - In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send children dressed in clothes easily washable and not new. Soft-soled shoes (not flip-flops or crocs) should be worn if possible and please NO JEWELLERY unless this is for a religious purpose, please talk to your keyperson about this. Please ensure that your child has a named coat and wellies as they will be playing outside all year round even in the puddles! Did you know that ‘spending time outdoors provides 25% more oxygen for brain development?’ (EYE:2024). They will also need a named sun hat and to have sun cream applied before they **arrive from April until October.** Non-compulsory uniform is available to purchase through the office including t-shirts, sweatshirts and peg bags.

# Management and Administration

## Decision Making

Sturry Pre-School is managed on a day to day basis by our Senior Management Team and ultimately by the Management Committee consisting of parents/carers and staff. Officers are elected each year at our AGM (held in March/April). You are most welcome and positively encouraged to attend our meetings, which are informal and held three times per academic year. You will be notified of the time and date on Facebook, our website or email.

**Committee & Fundraising** As we are a Charity it is necessary to continuously fundraise to enable us to purchase new equipment and resources. We hold various different fundraising events throughout the year such as crafts made by the children, raffles, Christmas Fair and other activities. Please take the time to read our termly newsletters and our Facebook page, there is also a Committee Noticeboard in the entrance lobby where you can read about our latest fundraising events and any other information that you may need to know.

## Fee structure

At our Pre-School we believe in open communication with all parents/carers and staff therefore presenting this fees structure in order to ensure everyone fully understands our charging. We are open 38 weeks per year, closing Bank Holidays. Please see our Term Dates (pg. 15 and please note that these will not necessarily be the same as Sturry Primary School) due to funding regulations.

**FEES**: Fees are payable termly in advance, in accordance with the rates in force at the time and in accordance with our policies and procedures. Fees are reviewed annually, in April and September of each year, or in the event of any changes to the Code of Practice. Any changes to our current rates will be advised and agreed at a committee meeting held by our Management Committee.

**ADMINISTRATION CONTRIBUTION FEE :** A £35 Administration Contribution Fee is requested for all children at the time of admission, families that receive FF2 funding or EYPP are exempt. An invoice will be sent to you and this must be paid before your child starts with us.

**ANNUAL VOLUNTARY CONTRIBUTION:** All Parents (except those that are receipt of certain funding) are requested to pay a £75 subscription annually to cover the costs of snack, nappies, wipes and suncream, this is to help towards the financial sustainability of our Pre-School. This is due to be paid before your child starts with us, an invoice will be sent to you. It can be paid in three instalments in September, January and April or full payment is also an option.

|  |  |
| --- | --- |
| Fees per session for all non-funded sessions and funded children exceeding their 15 hours entitlement | £24 per session |
| Exceeding Funded hours | £8 per hour |
| Uniform (non compulsory) | £8 Sweatshirts £5 T-shirts Peg Bags £5 |

**Free Entitlement (Government funding)**

KCC Universal Funding

Children are eligible for funding the term **AFTER** the child’s third birthday (31st August, 31st December and 31st March). KCC fund up to 15 hours per child. You are able to use this over the maximum of 2 settings. It is essential that you complete the Parental Declaration form for **EACH** term.

Free for two funding

This is available to parents who are in receipt of certain benefits. Pre-school will need parents to complete a Parental Declaration form including their National Insurance number and the main carers date of birth. If you believe that you may meet the criteria for Freefor2 Funding see <https://www.kelsi.org.uk/early-years/sufficiency-and-sustainability/free-early-education/Free-For-Two-FF2-Funding-Disadvantaged-Two-Year-Olds> Parents need to apply for this, Ang will be able to support this application if needed.

Extended- 30-hour funding

This is available to parents who both work for a minimum of 16 hours (or the equivalent pay of 16 hours at minimum wage rates). The pre-school will need parents to complete a Parental Declaration form including their National Insurance number and the main carers date of birth and their 30-hour 12-digit code. Details for this can be found at <https://www.kelsi.org.uk/early-years/sufficiency-and-sustainability/free-early-education/30-hours-of-free-childcare> It is the parents/carers responsibility to ensure that eligibility is confirmed termly or as required by KCC.

Working Families Entitlement

This is available for parents to claim 30 hours funded placement for working families with children from 9 months old from (we take children from 2 and half years old). For more information go to <https://www.kelsi.org.uk/early-years/sufficiency-and-sustainability/free-early-education/the-working-families-entitlement>.

Pupil Premium

This extra funding may also be available to those that are eligible, usually children who have reached their 3rd birthday and were in receipt of FF2 funding or in receipt of certain benefits. This is paid to the setting to provide extra support to eligible children. Please speak to Ang if you require any advice or further information or go to <https://www.kelsi.org.uk/early-years/sufficiency-and-sustainability/free-early-education/claiming-eypp-and-daf>

Disability Access Fund

Disability Access Fund (DAF) introduced in April 2017, provides funding to support children with disabilities or special educational needs. The DAF aids access to early years places by, for example, supporting providers in making reasonable adjustments to their provision. <https://www.kelsi.org.uk/early-years/sufficiency-and-sustainability/free-early-education/claiming-eypp-and-daf>

**ILLNESS/ABSENCE**: No refund will be given in the event of a child’s absence due to illness, holiday or any other reason.

**CLOSURES**: Should the pre-school be unable to open due to bad weather or any other unforeseen circumstances, any paid fees will be credited to the account and discounted from their next invoice, this credit can only be used in the same academic year. However, if the child becomes funded then the fees are non-returnable unless otherwise agreed by the SMT. Should closure need to take place part way through a session, a refund will not be given in this instance. For funded children, hours may be made up if, and when possible.

**LATE COLLECTION OF YOUR CHILD**: Children must be collected promptly at the end of a session. Should a parent/carer fail to collect their child within 10 minutes of the session end, a late collection fee of £15.00 will be charged and a further £15.00 per every quarter of an hour thereafter. Unprecedented circumstances will be reviewed by the SMT.

**LATE PAYMENTS**: Fees are to be paid by the date on the invoice. If you are experiencing financial hardship, please speak, in confidence, to Ang or Tracey (Administrator/Manager) so that alternative payment arrangements can be made. If without negotiation, fees are not settled, we are left with no alternative but to withdraw your child’s place and if necessary take legal action to recover the amount owed. A £15 administration fee may also be charged if payment is not received on time to cover administration costs. Children in receipt of Free Early Education will be unable to access any additional fee paying hours until outstanding fees are settled.

**PAYMENT METHODS**: Invoices can be settled by BACS or Cash. Details of payment can also be found on your invoice.

## Facebook, E-mail and Website

For your convenience, we have our own private and secure Facebook page for the benefit of our existing Parents/Carers. This has proved to be a very successful way of keeping you up to date with any information that you need in addition to our E-mails & Newsletters. If you would like to be added to these services, please ensure that we have all the relevant contact details for you and anyone else caring for your child and details of your Facebook name. Please also see our **website** which has lots of information including term dates.

## 

## Daily Routine

|  |  |  |  |
| --- | --- | --- | --- |
| **Whole Day** | | **Half Day** | |
| **Approx. Time** | **Activity** | **Approx. Time** | **Activity** |
| 9.00 | Register | 9.00 | Register |
| 9.00 | Child initiated Play inside & Out (once the register is completed) | 9.00 | Child initiated Play inside & Out (once the register is completed) |
| 9.30 | Key Group Time begins (15 Mins per group max) | 10.00 | Snack Bar Opens  During snack time adult will encourage children to review activities. |
| 10.00 | Snack Bar Opens  During snack time adult will encourage children to review activities. | 10.45 | Snack Bar Closes |
| 10.45 | Snack Bar Closes | 11.00 | Story time Sunflowers |
| 11.45 | Morning Children story & song time | 11.20 | Story Time Seedlings |
| 12.00 | Change Over Time | 11.45 | Circle/Song Time |
| 12.15 | Lunch | 12.00 | Home Time |
| 1.30 | Story time Sunflowers | Child Initiated goes on throughout the sessions apart from Circle Time and Lunch Time. Children will be taken out for key group work and story time.    All times are approximate and may change if any unforeseen exciting events happen!! | |
| 1.50 | Story Time Seedlings |
| 2.45 | Circle/Song time |
| 3.00 | Home time |

# The Role of Parents

We recognise that parents are their children’s primary educators and ask that you share your vast knowledge of your child with us before they begin Pre-School and during their time with us.

* Parents are welcomed and encouraged to work in the group with the children.
* To meet with their Keyperson to share information about their child.
* To share and contribute to your child’s Learning Journal both online and their Unique Folder – a record in photos and written observations of their learning and achievements whilst they are with us.
* To contribute to your child’s Learning Story report.
* To assist with fund-raising
* To take part in the management of the pre-school
* To attend training courses, conferences and workshops
* To ensure that you are familiar with our Policies and Procedures. Copies are available for you to read at all times, on our website and a folder in the setting.
* To read any newsletters, posters and other means of communication to ensure awareness of important dates and anything else they may need to know.
* If we have any concerns regarding the safeguarding of your child, we will talk to you about these following our Child Protection Policy which is included in this booklet.
* It is the parent’s duty to let us know why your child is absent using e-mail, text message or telephone. If your child is absent for more than two sessions and you have not contacted us, it is our safeguarding duty to contact you, to find out why your child is absent.

##### The Parent/Carer Rota

You are welcome to join your child in the setting for a session once they are settled. We encourage parents/carers to be involved in their child’s pre-school life and this gives them a great insight to their time with us. Please let us know if you wish to join us for a session.

##### Increasing or Changing Sessions

When your child has settled and you feel that you would like to increase or need to change your sessions please speak to a member of SMT and subject to availability you will be allocated another session. It is your responsibility to request extra sessions, they are not allocated automatically.

##### Uniform

Uniform is optional, however we hold a supply of sweatshirts (£8) and t-shirts (£5) with our Teddy Logo on, if we do not have the size you require, we can order them in. We also have peg bags on sale for £5 for you to put spare clothes, nappies and anything else that your child may need to have with them whilst at Pre-School. They are available in four different colours. Please do not bring ruck sacks as they use up a lot of room in the coat peg area.

# The Curriculum and Planning for each child’s learning

Within our pre-school all children are supported in developing their own unique potential to the full and at their own pace. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child initiated activities.

Our planning follows the **Early Years Foundation Stage Curriculum** **2024** and the good practice stated within it, copies are available at Pre-school or from the websit[e www.early-education.org.uk](http://www.early-education.org.uk/) . The curriculum is underpinned by the following themes;

##### A Unique Child

All children are respected and their individuality recognised, valued and nurtured. Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

##### Positive Relationships

Children learn to be strong and independent through positive relationships. Staff work together with the child’s parents or carers and our key system enables us to ensure that we plan a curriculum tailored to meet the individual needs of each child by building relationships with the whole family.

##### Enabling Environments

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers. Exciting and varied activities and resources offer children opportunities to develop in an environment free from prejudice and discrimination. Children are encouraged to be active learners and to fully explore all of the opportunities available to them, they are invited to question and make choices within their learning knowing that their views and ideas will be listened to.

*All of which equate to;*

##### Development and Learning

Children develop and learn in different ways. The framework covers the education and care of all children in early year’s provision, including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

The characteristics of effective learning are the ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner. The curriculum is divided into individual learning areas, these are;

Prime Areas- these are fundamental, they work together, and move through to support development in all other areas.

* **Communication and Language**
* **Physical Development**
* **Personal, social and emotional development**

Specific Areas- these include essential skills and knowledge for children to participate successfully in society.

**Literacy**

* **Mathematics**
* **Understanding the World**
* **Expressive Arts and Design**

How we deliver the curriculum

##### Prime Areas

The Prime areas are divided into individual Aspects as follows;

##### Personal, Social and Emotional Development

A picture containing indoor, messy, cluttered, clothes

Description automatically generatedThrough activities, conversation and practical example they learn acceptable ways to express their own feelings and to have respect for the feelings of others.

All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property.

**Making Relationships**

**Self-confidence and self-awareness**

**Managing Feelings and Behaviour**

We aim to provide opportunities for this area of learning and development by;

Providing a nurturing environment where children are individually supported in developing a positive sense of themselves and of others.

They are encouraged to work and concentrate independently and also take part in the life of the group, sharing and co-operating with other children and adults.

**•** Communication and Language



**Listening and Attention**

**Understanding**

**Speaking**

We aim to provide opportunities for this area of learning and development by;

Encouraging the children to develop speaking and listening skills during child initiated and adult led activities, by doing this they build the foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing.

All children learn best through activities and experiences that engage all the senses, children are provided with lots of opportunities to interact with others as they develop these skills, and a wide variety of resources is available to enable them to express their understanding including: music, dance, rhymes and songs, mark making, drawing, modelling.

**•** Physical Development

**Moving and Handling**

**Health and Self-care**

We aim to provide opportunities for this area of learning and development by;

A variety of equipment and opportunities allow children to develop confidence and enjoyment in the use and development of their own bodily skills.

A high level of adult supervision enables children to safely create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing and introduces appropriate vocabulary.

At the same time, children are supported in the development of the fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision.

Snack time is used as an opportunity to promote children’s social development, while enjoying food and highlighting the importance of making healthy choices.

##### A picture containing person, child, indoor, little Description automatically generatedSpecific Areas

The Specific Areas are also divided into Aspects as follows;

##### Literacy

**Reading**

**Writing**

Two children sitting on a chair reading a book

Description automatically generatedChildren have independent access to a wide range of books including fiction, non-fiction and handmade books. Staff read in small groups and individually to the children at each session and point our script within the pre-school environment and beyond to instil in the children an interest and enjoyment in the written word. Mark making equipment is always available and children’s attempts and mark making are praised and displayed. There is a high focus on pre-writing activities, such as malleable materials, threading etc. to enable the children to build the necessary fine motor skills to hold a pen or pencil.



##### Mathematics

**Numbers**

**Shape Space and Measure**

By means of adult supported practical experience, children become familiar with sorting, matching, ordering, sequencing and counting activities that form the basis for early mathematics. Mathematical terms are used during play and session routines. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, volume and number.

Stories, songs, games, imaginative play and picture books help children to become aware of number sequence and, when they are ready, to use simple mathematical operations such as adding. They recognise and use numbers 0 to 10.

##### Understanding the World

**People and Communities**

**The World**

**Technology**

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. Activities are based on first-hand experiences that encourage exploration, experimentation, observation, problem solving, prediction, critical thinking, decision making and discussion. Children are given accurate information which challenges cultural, racial, social and gender stereotypes. They are assisted in exploring their environment, both within the group and also in the wider community and are encouraged to tell each other what they have found out. A range of safe and well-maintained equipment enables children to extend their technological understanding, using ICT, simple tools and techniques to achieve their intentions and to solve problems.

##### Expressive Arts and Design

**Creating with materials**

**Being imaginative and Expressive**

Children are encouraged to use a wide range of materials in order to express their own ideas and feelings and to construct their individual response to experience in two and three dimensions.

A picture containing child, ground, little, child

Description automatically generatedArt equipment, including paint, glue, crayons and pencils as well as natural and discarded resources, provides for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage.

Children join in with and respond to music and stories, and there are many opportunities for imaginative role-play, both individually and as part of a group.

##### Well-being and Involvement

A child looking through binoculars

Description automatically generatedOur setting uses the Ferre Laevers model to record your child’s levels of well-being and involvement. We believe that in order for your child to learn effectively their well-being (how they are feeling) and involvement (how engaged they are in their activities) must be high. Your key person will continuously monitor your child for their levels of well-being and involvement, these are formally recorded three times per year and an action plan is drawn up for any child whose levels are not high. Some of the common reasons for levels being low are: the child arriving late to the session, using dummies and separation anxieties which can be reduced if you are able to help hang up coats and encourage the self-registration activity so they feel settled before you leave. If you would like more information about the research behind this theory please speak to your key person.

# Term Dates

**We are open for 38 Weeks of the year.**

#### Holidays 2025/2026

**Term 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Start |  |  | Monday 1st September 2025 |
| Finish    **Term 2** |  |  | Friday 17th October 2025 |
| Start |  |  | Monday 27th October 2025 |
| Finish    **Term 3** |  |  | Wednesday 17th December 2025 |
| Start |  |  | Monday 5th January 2026 |
| Finish    **Term 4** |  |  | Friday 13th February 2026 |
| Start |  |  | Monday 23rd February 2026 |
| Finish  **Term 5** |  |  | Thursday 2nd April 2026 (closed Tuesday 17th March  for staff training/Policies and Procedures update) |
| Start |  |  | Monday 20th April 2026 (Monday 4th May Bank Holiday) |
| Finish    **Term 6** |  |  | Friday 22nd May 2026 |
| Start |  |  | Monday 1st June 2026 |
| Finish |  |  | Friday 17th July 2026 |

**Please note that our term dates have to differ to Sturry Primary School due to KCC compliance issues – Please check Newsletters, Emails and Facebook.**

# Policies & Procedures 2025/2026

## 1.5 Making a complaint

Policy statement

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

Under normal circumstances, the Manager will be responsible for managing complaints. If a complaint is made against the Manager, the Chairperson of The Committee will conduct the investigation. All complaints made to staff will be recorded in detail in the Complaints Record/Incident Folder.

Procedures

All settings are required to keep a 'summary log' of all complaints that reach stage two or beyond. This is to be made available to parents as well as to Ofsted inspectors. Full details are kept in the Complaints Record/Incident Folder which is located in a locked filing cabinet in the office.

Making a complaint

Stage 1

* Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the manager.
* Most complaints should be resolved amicably and informally at this stage.
* As outlined in the Partnership with Parents/Carers policy, we are committed to open and regular dialogue with parents/carers and welcome all comments on our services, regardless of whether they are positive or negative.

Stage 2

* If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the manager or chair of the management committee.
* For parents who are not comfortable with making written complaints, a form may be completed with the person in charge and signed by the parent.
* If the complaint involves a detailed investigation, the manager may wish to store all information relating to the investigation in the Complaints Record/Incident Folder.
* When the investigation into the complaint is completed, the setting leader or manager meets with the parent to discuss the outcome.
* Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
* When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 3

* If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the manager and the chair of the management committee. The parent should have a friend or partner present if required and the manager should have the support of the chairperson of the management committee present or a Senior Management Team member.
* An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
* This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 4

* If at the stage three meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint (usually a KCC representative). This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
* The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (manager or SMT member and chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

* When the mediator has concluded her/his investigations, a final meeting between the parent, the manager and the chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
* A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

*The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Local Safeguarding Children Board*

* Parents may approach Ofsted directly at any stage of this complaint’s procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Statutory Framework for the Early Years Foundation Stage 2024 are adhered to.
* The number to call Ofsted with regard to a complaint is 0300 123 1231 and our reference number is EY216100.
* These details are displayed on our setting's notice board.
* If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
* In these cases, both the parent and setting are informed, and the setting Manager works with Ofsted or the Education Safeguarding Team to ensure a proper investigation of the complaint, followed by appropriate action.

Records

* A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.
* The outcome of all complaints is recorded in the Summary Complaints Record which is available for parents and Ofsted inspectors on request.

**Legal Framework**

Early years foundation stage (EYFS) statutory framework 2024

* The Equality Act 2024
* Disability Discrimination Act (DDA) 2005
* Children Act 1989, 2004
* Special Educational Needs and Disability Act 2001
* Human Rights Act 1998

## 1.9 Child Protection

Policy Statement

We believe that children have the right to be completely secure from both the fear and reality of abuse. We aim to create the safest environment within which every child has the opportunity to achieve their full potential, and we take seriously our responsibility to promote the welfare and safeguard all the children and young people entrusted to our care. We believe that all staff, whether paid or unpaid, working within our setting have a duty of care to the young people and children in it to keep them safe from harm. **Safeguarding is the responsibility of everyone** (WTSC 2018).

This policy has been developed in accordance with the principles established by The Children Act 1989 and 2004, The Childcare Act 2006, The Early Years Foundation Stage Statutory Framework (2024), Sections 175 and 176 Education Act 2011 Working Together to Safeguard Children 2018, Ofsted: Inspecting Safeguarding 2019,Keeping Children Safe in Education 2020, What to do if you are worried a child is being abused 2015,Teaching online safety on schools 2019.

As part of the ethos of the setting we are committed to:

* Maintaining children’s welfare as our paramount concern;
* Providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to;
* Developing appropriate and positive relationships between children and the adults that care for them;
* Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties;
* Using learning at the setting to provide opportunities for increasing self- awareness, self-esteem assertiveness and decision making. This is so that young children have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others;
* Working with parents and carers to build an understanding of the setting’s responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations;
* Ensuring all staff have regular and appropriate training, (including induction) and are able to recognise the signs and symptoms of abuse and are aware of the setting’s procedures and lines of communication;
* Monitoring children who have been identified as ‘in need’ including the need for protection, keeping confidential records which are stored securely and shared appropriately with other professionals.
* Developing effective and supportive liaison with other agencies.

**Sturry Pre-school adheres to the KSCMP Safeguarding Children Procedures. The full KSCMP procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCMP website**

**Act immediately and record your concerns. If urgent, speak to a DSL first.**

Follow the settings procedure (insert/amend details)

* Reassure the child
* Clarify any concerns using open questions, if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
* Record facts and not opinions and use child’s own words. Sign and date your record
* Seek support for yourself as required from DSL

**Inform the Designated Safeguarding Lead:** (Insert names, roles, contact information)

**If you are unhappy with the response:**

**Staff:**

* Follow setting whistleblowing procedures. (link or information on how to access)
* Follow Kent [safeguarding partnership escalation](https://www.kscmp.org.uk/) procedures.

**Children and Parents:**

* Follow settings complaints procedures (link or information on how to access)

At all stages, the child’s circumstances will be kept under review.

The DSL/staff will request further support if required to ensure the **child’s safety** is **paramount**

**Record decision making and action taken in the child’s child protection file**

**Review** and **request further support** if necessary

**Why are you concerned?**

For example:

* Something a child has said, for example, an allegation of harm
* Child’s appearance; may include unexplained marks/bruises as well as dress
* Behaviour change(s)
* Witnessed concerning behaviour

What to do if you have a welfare concern in Sturry Pre-school

**Monitor**

Be clear about:

* What you are monitoring. For example, behaviour trends, appearance.
* How long you will monitor.
* Where, how and to whom you will feedback and how you will record.
* If a child is at risk of immediate harm and/or is unsafe to go home, make an urgent [Request for Support to the Front Door Service via the portal](https://www.kscmp.org.uk/guidance/worried-about-a-child) or call the Police on 999.
* If no immediate risk of harm, provide internal support and/or refer to other agencies in line with [Kent Safeguarding Support Level Guidance and KSCMP procedures](http://www.kscmp.org.uk/), as appropriate. For example, signposting to community services and/or early help open access, a non-urgent call to the Police via 101, reporting allegations against staff to the County LADO Service, or make a Request for Support via the [Front Door Service Portal](https://www.kscmp.org.uk/guidance/worried-about-a-child).
* Where the setting is unsure, advice can be sought from a Local Authority Social Worker at the Front Door Service via **03000 411 111**
* Where support is required out of working hours, contact the Out of Hours Service via **03000 41 91 91**.

Procedures

* Sturry Pre-school will provide a welcoming, safe, and stimulating environment where children can enjoy learning and grow in confidence. Sturry Pre-school will provide age-appropriate educational opportunities to enable early years children to develop positive relationships, self-regulation, social and emotional understanding, communication, language and understanding to help them understand how to keep themselves safe, and the importance of being kind to others.
* We recognise that early years settings play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is ‘safe’; to recognise when they and others close to them are not safe; and how to speak to trusted adults who can support them when they are concerned. Children at Sturry Pre-school will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.
* Sturry Pre-school recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
* The SMT, trustees and committee of Sturry Pre-school believes that all those directly involved with our setting have an essential role to play in making it safe and secure. Our setting aims to create the safest environment within which every child can achieve their full potential. All children (defined in law and in this policy as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, sex (gender), ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.
* Sturry Pre-school recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding and promoting the welfare of children is **everybody’s** responsibility and everyone has a role to play. All members of our community (staff, volunteers, governors, leaders, parents/carers, wider family networks, and children) have an important role in safeguarding children and all have an essential role to play in making our community safe and secure.
* Staff working with children at Sturry Pre-school will maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
* As part of the safeguarding ethos of our setting, we are committed to:
  + Maintaining children’s welfare as our paramount concern.
  + Developing a child centred environment and fostering a culture in which children feel safe, secure, valued, and respected, confident to talk openly and are sure of being listened to.
  + Developing appropriate and positive relationships between children and the adults that care for them, including working with both parents (where possible/appropriate) to ensure the welfare of all children, including, where necessary, the need to refer to other agencies when safeguarding concerns arise.
  + Using age-appropriate learning opportunities to help early years children understand and identify the parameters of what is appropriate child and adult behaviour; what is ‘safe’, to recognise when they and others close to them are not safe, and how to seek advice and support if they are concerned.
  + Ensuring all staff have regular and appropriate training (including induction) to enable them to recognise the signs and symptoms of abuse, and ensure they are aware of our procedures and reporting mechanisms.
  + Monitoring children who have been identified as ‘in need’, including the need for protection and implementing specific interventions and taking action for those who may be at risk of harm.
  + Keeping confidential child protection records, which are stored securely and shared appropriately, including with other professionals.
  + Developing effective and supportive liaison with other agencies to ensure children are safeguarded where concern arise.
* The procedures contained in this policy apply to all staff, including trustees, temporary or third-party agency staff and volunteers. This policy applies where there are any child protection concerns regarding children who attend the settings but may also apply to other children connected to the setting, for example, siblings or students on student/work placements (under 18s).
* Sturry Pre-school adheres to the Kent Safeguarding Children Multi-Agency Partnership (KSCMP) safeguarding children’s procedures. The full KSCMP procedures, documents and additional guidance relating to specific safeguarding issues can be found on the KSCMP website: [www.kscmp.org.uk](http://www.kscmp.org.uk)
* Sturry Pre-school will follow local or national guidance in response to any emergencies. We will amend this policy and our procedures as necessary but regardless of the action required, our safeguarding principles will always remain the same and the welfare of the child is paramount.
* Sturry Pre-school recognise that as a result of the Covid-19 pandemic, some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases experienced increased welfare and/or safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.
* This policy will be evaluated at least annually, and will be revised as necessary, so that it reflects the current safeguarding issues and challenges, including lessons learnt. The policy will also be updated after any national or local changes, major local or national safeguarding incidents and/or learning, and/or any modifications to our own procedures.
* All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One of KCSIE as appropriate. Copies of this can be found in the Safeguarding Folder in the office book shelf.
* Parents/carers can obtain a copy of our Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via our website and in our Prospectus given to all parents at the initial visit.
* The Designated Safeguarding Lead (DSL) Tracey Johnson and Deputy DSL Angela Harvey will ensure the Committee receive regular reporting on safeguarding activity and systems. They will not receive details of individual children’s situations or identifying features of families as part of their oversight responsibility.
* This policy is one of a series of our integrated safeguarding portfolio and should be read and actioned in conjunction with all our other policies.

Definition of Safeguarding

In line with ‘[Working Together to Safeguard Children’](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2), safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

* + providing help and support to meet the needs of children as soon as problems emerge.
  + protecting children from maltreatment, whether that is within or outside the home, including online.
  + preventing impairment of children’s mental and physical health or development.
  + ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
  + promoting the upbringing of children with their birth parents, or otherwise their family network, whenever possible and where this is in the best interests of the child(ren).
  + taking action to enable all children to have the best outcomes.
* Safeguarding **“*is everyone’s responsibility”***and everyone who comes into contact with children and families has a role to play. Everyone should consider wider environmental factors in a child’s life that may be a threat to their safety and/or welfare.
* Child protection is part of safeguarding and promoting the welfare of all children and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.
* Our setting acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
* Abuse and neglect
* Bullying, including cyberbullying
* Child-on-child abuse
* Children with family members in prison
* Children who are absent or missing from education
* Child missing from home or care
* Child Sexual Exploitation (CSE)
* Child Criminal Exploitation (CCE)
* Contextual safeguarding (risks outside the family home)
* County lines and gangs
* Domestic abuse
* Drugs and alcohol misuse
* Fabricated or induced illness
* Faith abuse
* Gender based abuse and violence against women and girls
* Hate
* Homelessness
* Human trafficking and modern slavery
* Mental health
* Nude or semi-nude image sharing, also known as youth produced/involved sexual imagery or “Sexting”
* Online safety
* Preventing radicalisation and extremism
* Private fostering
* Relationship abuse
* Serious violence
* Sexual violence and sexual harassment
* So-called ‘honour-based’ abuse, including Female Genital Mutilation (FGM) and forced marriage
* ‘Upskirting’
* If staff have any concerns about a child’s welfare, they should act on them immediately. They should follow this policy and speak to the Designated Safeguarding Lead (or deputy).

Safe Culture

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant policies including Safe Culture

* As part of our approach to safeguarding, we will create and embed a culture of openness, trust and transparency in which our values and expected behaviour as set out in our Professional Conduct Policy and our Staff Handbook are constantly lived, monitored and reinforced by all staff, and any concerns are dealt with promptly and appropriately. Our setting will ensure processes, training and support is in place for staff to promote continuous vigilance, maintain an environment that deters and prevents abuse and challenges inappropriate behaviour.
* All members of staff are required to work within our clear guidelines on safer working practice as outlined in our staff Professional Conduct Policy and our Staff Handbook .
* Staff will be made aware of our behaviour management, physical intervention and health and safety policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Any physical interventions, use of reasonable force and use of first aid will be in line with our agreed policy and procedures, and national guidance.
* All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant policies including Professional Conduct Policy and our Staff Handbook, Acceptable Use Policies (AUPs) including social media.
* All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in our safeguarding regime. The management team at Sturry Pre-school will take all concerns or allegations received seriously.
* All members of staff are made aware of our Whistleblowing procedure (Policy 6.3 Professional Conduct) It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
* Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
* Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.
* Sturry Pre-school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
* If these circumstances arise in relation to a member of staff at our setting, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the [LADO](https://www.kscmp.org.uk/procedures/local-authority-designated-officer-lado)
* Sturry Pre-school have a duty to inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We will also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made and are aware that to not do so would be an offence.

Designated Safeguarding Lead for Child Protection (DSL)

To ensure that there is always someone available to advise on Child Protection issues we have a Designated Person for Child Protection (DSL) and a Deputy. These have overall responsibility for child protection practice in the setting and they are **Angela Harvey (DSL) Tracey Johnson (Deputy)**; their responsibility it is to ensure all legal requirements are met and have regard for KCSIE and EYFS guidance. Sturry Pre-school is committed to ensuring the DSL and Deputy are properly supported to enable them to carry out their role fully, including providing them with appropriate time and resources away from other job commitments.

* The SMT will facilitate a whole setting approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart. The SMT will ensure that our child protection and safeguarding policies and procedures are understood and followed by all staff.
* The SMT will ensure that the Designated Safeguarding Lead is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.
* The SMT are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Kent Safeguarding Children Multi-Agency Partnership ([KSCMP](https://www.kscmp.org.uk/)).
* This includes but is not limited to safeguarding all members of our community (for example, staff, children, parents/carers, and other family members) identified with protected characteristics within the Equality Act: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
* For further information about our approaches to equality, diversity, and inclusion, please access our policy 2.1 Inclusion, valuing diversity and promoting equality.

The DSL and Deputy has overall responsibility for the day to day oversight of safeguarding and child protection systems in the setting. To help with any decisions the DSL and Deputy may consult with the Area Education Safeguarding Team. Advice may also be sought from the Early Help Co-ordination Team or Specialist Children’s Services (SCS). The DSL and Deputy’s responsibilities include;

* Liaising with other professionals in all agencies, including social services, police and health colleagues in line with EYFS and WTSC.
* Keeping appraised of any updates in policy and practice as agreed by Kent Safeguarding Children Board (via the Education Safeguarding Team).
* Being a source of support, advice and guidance to any other setting staff, both paid and voluntary. This is on an ongoing basis and on any specific safeguarding issue as required.
* Co-ordinating child protection action within the setting, including making referrals as necessary and maintaining a confidential recording system.
* Ensuring all staff, visitors and volunteers are aware of the setting policies and procedures and their responsibilities in relation to safeguarding children.
* Ensuring all staff, both paid and voluntary, have received appropriate and up to date child protection training at least every 3 years (as stipulated by the KSCMP) and provide annual updates.
* Ensuring their training is kept up to date by attending appropriate Designated Person training every 2 years (as stipulated by the KSCMP), refreshing their knowledge annually using newsletters, e-bulletins, online and other training to keep up with any developments relevant to their role.
* Representing or ensuring the setting is represented, by an appropriate senior member of staff, at inter-agency meetings in particular Strategy Discussions, Child Protection Conferences and core groups.
* Managing and monitoring the setting’s role in in any multi agency plan for a child.
* Maintain a confidential recording system for safeguarding and child protection concerns.
* Liaise with the SMT to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

**The welfare and safety of children, however, are the responsibility of ALL staff in the setting and safeguarding is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play and ANY concern for a child’s welfare MUST be reported to the DSL.**

All Staff

* The welfare requirement of the EYFS requires providers *‘to take all necessary steps to keep children safe and well’*’ and accordingly, everyone involved in the care of young children has a role to play in their protection.
* Our staff are in a unique position to observe any changes in a child’s behaviour or appearance, may be able to identify concerns early, provide help and support for children, promote children’s welfare and prevent concerns from escalating.
* All members of staff have a responsibility to:
* provide a safe environment in which children can learn.
* be aware of the indicators of abuse, neglect and exploitation so that they can identify cases of children who may need help or protection and know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact this can have upon a child. All staff are aware of their statutory requirements in respect of the disclosure or discovery of child abuse and the procedure for doing so. All students and volunteers are instructed to report the disclosure or discovery of abuse to the Manager. They also need to be aware of the local process of making referrals to children’s social care and statutory assessment under the Children Act 1989.
* be prepared to identify children who may benefit from early help, including understanding the early help process and their role in it. All staff are provided with supervision and management support commensurate with their responsibilities in relation to child protection, and their requirement to maintain caring and safe relationships with children. They will be given the opportunity to discuss any concerns regarding children or adults. These include open door policy to the SMT, annual staff reviews and five other individual supervision meetings, throughout the year.
* understand our settings safeguarding policies and systems. We are committed to reviewing the Child Protection policy and procedures at regular intervals (at least annually). The policy and its procedures will be shared with parents/carers during their child’s settling in period and are included in the settings prospectus which is given to each new family. All staff use the correct form to record any information given or observed. These are completed as soon as possible after the incident/event and are signed and dated.
* undertake regular and appropriate training which is regularly updated. All staff access on line **Prevent Duty** training and are aware of the need to report any concerns regarding the possible involvement in terrorism or vulnerability to radicalisation of a child or family member to the Area Safeguarding Team 03000 423157 or the Kent Channel co-ordinator at [channel@kent.pnn.police.uk](mailto:channel@kent.pnn.police.uk).
* know how to maintain an appropriate level of confidentiality.
* ensure that adequate supervision of children is implemented in line with our policy expectations as listed in Policies 1.1, 2.3, 5.3 and 6.3, including that whilst children are eating, they must be within sight and hearing of an adult.
* reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
* Staff at Sturry Pre-school recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.
* All staff, students and volunteers are carefully recruited, have verified references and have full and up to date Enhanced Disclosure and Barring Service checks.
* All staff and volunteers are given a copy of the Child Protection policy during their induction, and have its implications explained to them.
* We will take appropriate action in relation to the findings of any investigation into allegations of abuse, consistent with its duties to protect the safety of children and uphold fair processes for staff, students and volunteers.
* Any member of staff, a student or volunteer under investigation for the alleged abuse of a child, will be subject to the provisions of the Staff Disciplinary Procedure as laid out in the Staff Handbook.
* Staff at Sturry Pre-school will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example, our behaviour policies 2.2 and 2.3.
* Staff are aware of the need to promote British Values to ensure that our setting is safe and welcoming to all. British Values are defined as; **D**emocracy, The **R**ule of law, **I**ndividual liberty and mutual respect and **T**olerance of those with different faiths and beliefs. (Dr IT).

Children

* Children have a right to:
  + Feel safe, be listened to, and have their wishes and feelings taken into account.
  + Confidently report any worries, knowing their concerns will be treated seriously, and they can safely express their views and give feedback.
  + Receive help from a trusted adult.
  + Learn how to keep themselves safe, including online.

Parents and carers

* Parents/carers have a responsibility to:
* Understand and adhere to any relevant setting policies and procedures.
* Talk to their children about safeguarding issues and support the setting in their safeguarding approaches.
* Identify behaviours which could indicate that their child is at risk of harm including online.
* Seek help and support from the setting or other agencies.

Recognising Child Abuse

* Staff will maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child.
* All staff are made aware of the definitions and indicators of abuse, neglect and exploitation as identified by ‘Working Together to Safeguard Children’ and ‘Keeping Children Safe in Education’. This is outlined locally within the [Kent Support Levels Guidance](https://www.kscmp.org.uk/guidance/kent-support-levels-guidance).
* Sturry Pre-school recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse
  + Physical abuse
  + Sexual abuse
  + Emotional abuse
  + Neglect
* By understanding the indicators or abuse, neglect and exploitation we can respond to problems as early as possible and provide the right support and services for the child and their family.

Children may be abused in a family or in an institutional or community setting, by those known to them or a stranger, including via the internet. In the case of female genital mutilation (FGM), children may be taken out of the country to be abused. They may be abused by an adult or adults, or a child or children.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can have major long-term impacts on all aspects of a child’s health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they have impaired capacity to avoid or resist abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Children also develop and mature at different rates so what appears to be worrying for a younger child may be normal behaviour for an older child. Parental behaviours may also indicate abuse or neglect, so staff should also be alert to parent/child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn’t automatically mean a child is being abused.

**Physical Abuse**: This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to the child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces injury in a child. This includes FGM (Female Genital Mutilation). All staff have had training in the recognition of possible victims of FGM and understand that it is their mandatory duty to inform the Police if they suspect any cases of FGM.

**Sexual Abuse**: This involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape or buggery or oral sex) or non-penetrative acts. They may include non-contact activities. Such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

**Emotional Abuse**: Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may include interactions beyond the child’s developmental ability, over protection, limitation of exploration or learning prevention of normal social interaction. Seeing or hearing ill-treatment of another, serious bullying causing children to frequently feel frightened or in danger, or exploitation and corruption of children. Some level of emotional abuse is involved in all types of ill-treatment, of a child, although it may occur alone.

**Neglect**: Neglect is the persistent failure to meet a child’s basic physical, emotional or psychological needs, likely to result in the serious impairment of the impact on their health, development or emotional stability. Neglect may involve failing to provide adequate food, shelter or clothing for a child, or failing to adequately protect them from physical harm or ill health Neglect can also manifest itself in a failure to meet the basic emotional needs of a child or their developmental needs.

* All members of staff are expected to be aware of and follow the below approach if they are concerned about a child:

A screenshot of a computer

AI-generated content may be incorrect.

* It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to Education Safeguarding Service (ESS) and/or the Police.
* It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.
* To help with this decision s/he may choose to consult with the Area Education Safeguarding Advisor from the Education Safeguarding Service and/or the Education Safeguarding Advisor (Online Protection) for online safety concerns.
* Advice may also be sought from the Front Door Service.
* Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.
* All members of staff are made aware of the Early Help process and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an Early Help assessment.
* If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family in liaising with other agencies and submitting an online Early Help Notification Form. The DSL will keep all Early Help cases under constant review and will give consideration to making a referral to SCS if the situation doesn’t appear to be improving for the child.
* New referrals to services will be made using the agreed process i.e.the online form or the request for service form. These requests will be made with reference to the Kent Interagency Threshold Criteria for Children in Need. Concerns for children who are already known to services will be passed to the allocated worker / team. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

**In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a referral to Specialist Children’s Services being necessary, parents/carers will be informed. Consent will be sought,** **unless there is a valid reason not to do so; for example, if to do so would put a child at risk of harm and/or would undermine a criminal investigation.**

**The role of the setting in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**

* On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguarding Service (03000 423157) who may be able to discuss the concern and provide advice on appropriate action to be taken. All other telephone numbers and contact details are displayed in the office.
* If after a referral a child’s situation does not appear to be improving, then the DSL (or the person that made the referral) will request reconsideration to ensure that the settings concerns have been addressed and, most importantly, that the child’s situation improves. Professional disagreements (escalation) will be responded to in line with the KSCMP procedures and DSLs may request support via the Education Safeguarding Service.

Safe Working

All staff (including volunteers) understand the child protection procedures and have had appropriate training and guidance in the principles of safe working. To this end:

* Every effort will be made to avoid or minimise time when members of staff are left alone with a child. If staff are alone with a child, the door of the room should be kept open however in specific circumstances i.e speech screening, small group work the quiet room will be used so that they are visible through the window, and other members of staff will be informed.
* If a child makes inappropriate physical contact with a member of staff, students or volunteer, this will be recorded fully in the Incident Record Folder.
* Staff will never carry out a personal task for children that they can do for themselves. Where this is essential, staff will help a child whilst being in view of colleagues but maintaining the dignity of the child. Unless a child has a particular need, staff should not accompany children into the toilet. Staff are aware that this and other similar activities could be misconstrued.
* Staff will be mindful of how and where they touch children, given their age and emotional understanding. Unnecessary or potentially inappropriate physical contact will be avoided at all times. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the settings **Behaviour Management Policies**and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided
* All allegations made by a child against a member of staff will be fully recorded, including any actions taken, in the Incident Record Book. In the event of there being a witness to an incident, they should sign the records to confirm this.
* Staff are made aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, internet access watches, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings**, the setting’s **Online Safety Policy** and **Acceptable Use Policy** and **Safe Practice with Technology – Guidance for Adults who Work with Children and Young People**

Allegations against Staff members or Volunteers

We are committed to ensuring that we meet our responsibilities in respect of child protection by treating any allegation seriously and sensitively. We will not carry out any investigation into a suspected child abuse incident. On discovering an allegation of abuse, the DSL will immediately refer the case to the local statutory child protection agencies. (See Allegations Policy 1.6). The LADO Team 03000 410888 will be notified.

Further to this, the following principles will govern any suspected or reported case of abuse:

* Where actual or suspected abuse comes to the attention of staff, they will report this to the Manager who is the DSL at the earliest possible opportunity.
* Staff are encouraged and supported to trust their professional judgment and if they suspect abuse has, or is taking place, to report this.
* Full written records of all reported incidents will be produced and maintained. Information recorded will include full details of the alleged incident; details of all the parties involved; any evidence or explanations offered by interested parties; relevant dates, times and locations and any supporting information or evidence from members of staff. We will demonstrate great care in distinguishing between fact and opinion when recording suspected incidents of child abuse.
* The Manager and Deputy DSL will be responsible for ensuring that written records are dated, signed and kept confidentially.
* If an allegation of abuse is made against the Manager or Deputy DSL, the Registered Person (Committee) will be informed as soon as possible. They will then assume responsibility for the situation or delegate this role to a senior member of staff.
* Staff will ensure that all concerns and allegations are treated with sensitivity and confidentiality.
* Any children involved in alleged incidents will be comforted and reassured.
* In circumstances where a child makes an allegation or a disclosure, the member of staff concerned will:

1. Listen fully to all the child has to say.
2. Make no observable judgement.
3. Ask open questions that encourage the child to speak in their own words using TED strategy, Tell, Explain & Describe.
4. Ensure the child is safe, comfortable and not left alone.
5. Make no promises that cannot be kept; such as promising not to tell anybody what they are being told.

Staff will be made aware of the Department of Health’s booklet ‘What to do if You’re Worried A Child Is Being Abused?’ (2015), and given the Education People leaflet ‘Safeguarding Children and Child Protection’.

Staff Induction and Training

* All members of staff have been made aware of part one of the “*Keeping Children Safe in Education”* (2018) which covers safeguarding information. DSLs and The Senior Management Team have read the entire document.
* The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted and understand the settings internal safeguarding procedures and reporting mechanisms.
* All staff members (including volunteers and temporary staff) will receive appropriate safeguarding and child protection training which will enable them to:
* **Recognise** potential safeguarding and child protection concerns involving children and adults (colleagues, other professionals and parents/carers)
* **Respond** appropriately to safeguarding issues and take action in line with this policy
* **Record** concerns in line with the settings policies
* **Refer** concerns to the DSL and be able to seek support external to the setting if required
* All staff members (including volunteers and temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues. This training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. This may include:
  + significant changes in children's behaviour;
  + deterioration in children’s general well-being;
  + unexplained bruising, marks or signs of possible abuse or neglect;
  + children’s comments which give cause for concern;
  + any reasons to suspect neglect or abuse outside the setting, for example in the child’s home or that a girl may have been subjected to (or is at risk of) Female Genital Mutilation;
  + inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.
* The staff training will include setting responsibilities, the setting child protection procedures, online safety, safe working practice and external reporting mechanisms.
* All staff members (including temporary staff) will receive regular safeguarding and child protection updates, as required, but at least annually.
* All staff members (including temporary staff) will also be made aware of the setting expectations regarding safe and professional practice via the staff behaviour policy (code of conduct in the Staff Handbook) and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.

Referring Allegations to Child Protection Agencies

If either DSL or Deputy DSL (Angela Harvey or Tracey Johnson ) have reasonable grounds for believing that a child has been – or is in grave danger of being – subject to abuse, the following procedure will be activated:

* Contact will be made, at the earliest possible opportunity, with Education Safeguarding Team Canterbury Area Office on 03000 423 157 or Integrated Front Door 03000 411 111. If a child is at immediate risk and these numbers are unavailable we will call the police on 999.
* Either the DSL or Deputy DSL will communicate as much information about the allegation and related incidents as is consistent with advice given by social services and the police.
* At all times, the safety, protection and interests of children concerned will take precedence. The Manager and staff will work with and support parents/carers as far as they are legally able.
* We will assist the social services and the police, as far as we are able, during any investigation of abuse or neglect. This will include disclosing written and verbal information and evidence.
* OFSTED (0300 123 1231) will be informed of any allegations of abuse against a member of staff, student or volunteer, or any abuse that is alleged to have taken place on the premises or during a visit or outing.

Supervision and Support

* The setting will ensure that members of staff are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage 2021.
* The Committee and Senior Management Team of Sturry Pre-school recognise regular, planned and accountable supervision, which is a two-way process, offers support and develops the knowledge, skills and values of an individual, group or team. We see its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague’s practice.
* All staff and volunteers will receive regular and planned supervision sessions. Uninterrupted time will be set aside to ensure any supervision sessions effective for both practitioner and management.

Confidentiality and Information Sharing

* We recognise that all matters relating to child protection are confidential. The DSL and Deputy will disclose any information about a child to other members of staff on a need to know basis.
* All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
* All staff must be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or wellbeing. Further advice is available in the document “Information sharing advice for safeguarding practitioners” (2015).
* If the setting is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local settings) then advice will be sought from the Education Safeguarding Service to ensure that the integrity of any subsequent investigations is maintained and that all members of the community are safeguarded.

Peer on Peer Abuse

* All members of staff at Sturry Pre-school recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and ‘sexting’. The setting is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
* Sturry Pre-school believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures in accordance with Kent Safeguarding Children Multi Agency Partnership (KSCMP) procedures.
* Further information about the settings response to specific allegations can be located in 1.6 Allegations Policy.
* The setting will respond to cases of “sexting” (or Youth Produced Sexual Imagery) in line with the UKCCIS “[Sexting in Schools and Colleges](https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)” guidance and [KSCMP guidance](http://www.kscb.org.uk/guidance/online-safety).
* Sturry Pre-school is aware of and will follow the KSCMP procedures ([www.kscmp.org.uk](http://www.kscmp.org.uk)) for supporting children who are at risk of harm as a result of their own behaviour.

Specific Safeguarding Issues

Children Missing Education

Sturry Pre-school recognises that all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Sturry Pre-school is aware that a child going missing from education is a potential indicator of abuse or neglect.

This may apply to parents/carers, older siblings, staff or other members of the community.

If a child fails to attend the setting for 2 usual sessions with no contact, the key person or SMT will call the numbers on the Admission Form to ascertain the reason for absence. This will be followed by a letter. If there is no reply then advice will be sought from the Front Door.

Child Sexual Exploitation (CSE)

Sturry Pre-school recognises that both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through serious violence or the threat of serious violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

* If staff are concerned that a child within the setting or our wider community may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy. If the DSL is unsure on how to proceed, advice will be sought from the Front Door.

*‘*Honour based’ violence including Female Genital Mutilation (FGM)

Members of staff at Sturry Pre-school are aware that so called ‘Honour-based’ violence (HBV) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

The indicators of HBV and associated factors will be covered with staff within the setting safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV. Or may call the Forced Marriage unit for advice or information on 020 7008 151 or [fmu@fcdo.gov.uk](mailto:fmu@fcdo.gov.uk)

The DSL will complete the FGM Training and will also ensure that information and training is made available as appropriate to all members of staff.

All members of staff will follow the setting and KSCMP procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Forced Marriage

The Forced Marriage Unit has published [Multi-agency guidelines](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf), with pages 32-36 focusing on the role of schools and colleges, information can be sought at- https://www.gov.uk/guidance/forced-marriage. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

This may apply to children, parents/carers, older siblings, staff or other members of the setting community.

Preventing Radicalisation

Sturry Pre-school recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation can be compared to grooming for sexual exploitation.

Sturry Pre-school will ensure all members of staff complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. This includes Home Office training on Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>. The DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff at Sturry Pre-school recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at Sturry Pre-school will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to online radicalization and extremism can be found in the settings 1.8 Online Safety and Acceptable Use Policy.

This may apply to children, parents/carers, older siblings, staff or other members of the setting community.

Domestic Abuse

Sturry Pre-school recognises that:

* domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
* domestic abuse can include, but is not limited to, psychological (including coercive control), physical, sexual, economic, or emotional abuse.
* children can be victims of domestic abuse if they see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).
* Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home.
* domestic abuse can take place within different types of relationships, including ex-partners and family members.
* there is always a potential for domestic abuse to take place when parents/families separate, or for existing domestic abuse to persist or escalate post separation.
* domestic abuse can have a detrimental and long-term impact on children’s health, well-being, development, and ability to learn.
* domestic abuse concerns will not be looked at in isolation and our response will be considered as part of a holistic approach which takes into account children’s lived experiences.
* it is important not to use victim blaming language and to adopt a trauma informed approach when responding to concerns relating to domestic abuse.

If staff are concerned that a child may be at risk of seeing, hearing, or experiencing the effects of domestic abuse, immediate action should be taken by speaking to the DSL or a deputy.

Legal framework

* Early Years Foundation Stage Statutory Framework (EYFS) 2024
* Working Together to Safeguard Children (WTSC) 2023
* Keeping Children Safe in Education 2022
* General Data Protection Regulation 2018
* What to do if you are worried a child is being abused 2015
* DfE guidance Keeping Children Safe in Education 2015
* Education Act 2011
* Equality Act 2024
* Framework for the Assessment of Children in Need and their Families 2000
* Children Act 1989, 2004
* The Human Rights Act 1998

Additional Guidance;

* Information sharing advice for safeguarding practitioners (2015)
* Ofsted: Inspecting Safeguarding 2019
* Channel Duty Guidance: Protecting Vulnerable People from being drawn into terrorism. (HMG 2015)
* [Kent and Medway Local Safeguarding Children Procedures](https://www.kscmp.org.uk/)
* Prevent Duty Guidance: for England and Wales (HMG 2015)
* [Kscmp@kent.gov.uk](mailto:Kscmp@kent.gov.uk) or 03000 421 126
* Canterbury[EarlyHelp@kent.gov.uk](mailto:EarlyHelp@kent.gov.uk) or 03000 416 222
* Integrated Front Door 03000 411111
* <https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack>

All available from the office.

## 4.2 Managing Children with Allergies or who are Sick or Infectious

(Including reporting notifiable diseases FAST)

Policy statement

We are committed to the health and safety of all children and staff who play, learn and work here. As such, it will sometimes be necessary to require a poorly child to be collected early from a session or be kept at home while they get better. We provide care for healthy children and promote health through identifying intolerances and allergies and preventing contact with the allergenic substance and through preventing cross infection of viruses and bacterial infections. Food labels are checked at each delivery in case of any manufacturing changes. We display a poster of all allergens and ask for ingredients for any fund-raising donations, displaying a poster for purchasers to ask about ingredients. The named person selling the baked goods will ask if the person has any known allergies.

Procedures for children with allergies

* When parents start their children at the setting they are asked if their child suffers from any known allergies or intolerances. This is recorded on the Admissions form.
* Stephanie Head our Health and Safety Officer is also our Designated Allergy Lead and is responsible for ensuring that our Policies and Procedures for children with allergies/intolerances are adhered to.
* If a child has an allergy, a risk assessment form/Care Plan is completed to detail the following:
* The allergen/intolerance (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc), including if the child can have food stuff labelled “may contain…”.
* A copy of the child’s Allergy Action Plan is requested.
* The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
* What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).
* Control measures – such as how the child can be prevented from contact with the allergen.
* Review.
* This form is kept in the medicine file.
* Parents or a Health Care Professional will train staff in how to administer special medication in the event of an allergic reaction.
* Hygiene will be maintained to prevent cross contamination when handling food.
* No nuts or nut products are used within the setting and we ask that parents do not send in any nut products in the children’s lunch boxes.
* Parents are made aware so that no nut or nut products are accidentally brought in i.e. lunch boxes, fundraising contributions.
* Care plans are reviewed and updated at the time when we meet with parents to discuss Unique Stories, usually 3 times a year. Allergy Action Plans will be reviewed termly. All allergic reactions are treated before asthma symptoms.
* Parents must inform staff of any changes as soon as possible.
* Staff will remind children of what they cannot eat to encourage independence in their self-.
* A list of all snacks that may contain one of the 14 allergens is kept on the wall to inform parents.
* If a child who attends the setting with an anaphylaxis reaction then we will review our junk modelling and activities to ensure their safety.
* Children known to have Hayfever will be monitored when eating fruit to assess any reaction (see individual care plans).

*Insurance requirements for children with allergies and disabilities*

* The insurance will automatically include children with any disability or allergy but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions or requiring invasive treatments; written confirmation from your insurance provider must be obtained to extend the insurance.

We comply with the Food Information for Consumers Regulation law by displaying all food served to the children with their potential allergen content. A list of the 14 Allergens is displayed for staff and parents/carers and online training has been accessed by SMT and Health and Safety officer with regard to allergens and all staff are encouraged to access this also although in house training is given to all staff.

* A list of children and their individual allergies or intolerances is listed on the fridge and wall with photographs to aid identification for all adults serving food.
* All packets will be checked on delivery to ensure we are aware of any allergens in the contents.
* If it is deemed necessary, a child with allergies may have their snack prepared separately to prevent cross contamination.
* Any child with a food intolerance or allergy will complete a care plan to inform all staff of the details and any steps that need to be taken if a child displays symptoms of having eaten something that does not agree with them.
* Parents can supply milk alternatives or we have water or their own bottle of drink for the children.

**At all times the administration of medication must be compliant with the Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given by Ofsted.**

Oral Medication

Asthma inhalers are now regarded as "oral medication" by insurers and so documents do not need to be forwarded to your insurance provider.

* Oral medications must be prescribed by a GP, pharmacist, nurse or dentist, or have manufacturer’s instructions clearly written on them.
* The group must be provided with clear written instructions on how to administer such medication.
* It is the parents/carers responsibility to inform the setting if their child has had their inhaler prior to entry. This will then be recorded and noted on the White Board.
* If a child requires their pump more than twice in a day the parents will be informed. However, in the meantime if the child has an asthma attack further medication will be given.
* All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
* The group must have the parents or guardians’ prior written consent. This consent must be kept on file usually on the individual child’s Care Plan. It is not necessary to forward copy documents to your insurance provider.
* Pain relief will only be given for ongoing conditions.

Life saving medication & invasive treatments

Adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

* The setting must have:
* a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered.
* 2 EpiPen’s in case of malfunction. We reserve the right to refuse entry if this is not adhered to.
* written consent from the parent or guardian allowing staff to administer medication; and
* proof of training in the administration of such medication by the child's GP, a district nurse, children’s’ nurse specialist, parent or a community paediatric nurse.
* Copies of all three letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal. Confirmation will then be issued in writing confirming that the insurance has been extended.
* These need to be in place prior to a child starting at the setting.
* An ambulance will always be called after or during Anaphylactic shocks.
* If a child has had an anaphylaxis reaction in the 24 hours prior to attending the setting it is the parents’ responsibility to inform us so that we can monitor the child.
* If a child has Epipens then they will be stored in the First Aid drawer along with a copy of their Action Plan. A member of staff will have the EpiPens with them when the child is in the garden or when on an outing.

Key person for special needs children - children requiring help with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

* Prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
* Key person to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.
* Copies of all letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal (if you have another provider, please check their procedures with them). Written confirmation that the insurance has been extended will be issued by return.

If you are unsure about any aspect, contact the Pre-school Learning Alliance Insurance Department on 020 7697 2585 or email [membership@pre-school.org.uk](mailto:membership@pre-school.org.uk).

Procedures for children who are sick or infectious

* If children appear unwell during the day i.e. a temperature, vomiting, diarrhoea or pains, particularly in the head or stomach – the manager or designated staff member calls the parents and asks them to collect the child or send a known carer to collect on their behalf.
* If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
* Temperature is taken using a digital thermometer kept near to the first aid box (normal temperature 37.5 degrees).
* In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed as quickly as possible.
* Suspected cases of Chicken pox will be sent home to help reduce the spread of the illness.
* If a child is sent home, then this is recorded in the office diary by the person making the phone call requesting collection of the child. This is followed by a phone call if the child does not return within 3 days.
* Parents may be asked to take their child to the doctor before returning them to nursery; the nursery can refuse admittance to children who have a temperature, vomiting and diarrhoea or a contagious infection or disease and does not display the characteristics listed below.
* Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
* After diarrhoea and sickness, parents are asked to keep children home for 48 hours from the last episode or until they are well enough to return and without risk of infecting others. Should there be an outbreak (more than 2 children/adults) then we will follow the Gastroenteritis outbreak action cards produced by UKHSA.
* If a child has had to go home prematurely due to illness, they should remain at home until they are better, or according to the times set out in the table below. If a member of staff becomes ill at work, similar restrictions on their return will apply..
* A well child is defined as;

A child who is happy and able to take part fully in nursery life

A child who does not have a temperature

A child who is not dependent on Calpol

A child who is not reliant on 1-1 care.

* If a child or member of staff becomes ill outside hours, they should notify the Manager as soon as possible. The minimum exclusion periods outlined in the table below will then come into operation.
* For a copy of the list go to –

https://www.publichealth.hscni.net/sites/default/files/Guidance\_on\_infection\_control\_in%20schools\_poster.pdf

Minimum Exclusion Periods for Illness and Disease; inline with Public Health England Guidance on Infection Control in Schools and other Child Care settings. However, children will not be permitted to attend the setting if they are unwell. Please see Administering Medicines Policy 4.2 for guidelines.

Disease Period of Exclusion

Pain relief Day administered

Antibiotics prescribed First 48 hours

Chicken Pox 5 days from onset of rash, until scabbed over or dry

Conjunctivitis 24 hours after commencing medication

Diarrhoea 48 hours after cessation of symptoms

Diphtheria Consult your local HPU. Exclusion is essential.

Fifth Disease (Slapped Cheek) Child may attend if they are well

Gastro-enteritis, food poisoning,

Salmonella and Dysentery 48 hours after symptom free

Glandular Fever None

Hand, Foot and Mouth disease Child may attend if they are well

Head lice Until treatment commences

Hepatitis A At least 7 days exclusion

High temperature 24 hours

Impetigo Until lesions are crusted/dry or 48 hours after antibiotics

Infective hepatitis 7 days from the onset

Measles 4 days from when the rash first appeared

Meningitis Until recovered

Monkeypox Until cleared by doctor

Mumps 5 days minimum or until the swelling has subsided

Pertussis (Whooping cough) 2 days from starting antibiotics or 21 days from the onset

Plantar warts None

Poliomyelitis Until certified well

Respiratory Infections Child may attend if they are well.

Ringworm Until treatment has been given

Rubella (German Measles) 6 days from onset of rash

Scabies Until treated

Scarlet fever and streptococcal Child can return 48 hours after antibiotic treatment commences

Infection of the throat None

Threadworm Until treatment commences

Tuberculosis Until declared free from infection by a doctor

Typhoid fever Until declared free from infection by a doctor

Warts (including Verruca) None but may need to be covered

Whooping Cough 2 Days from commencing antibiotics

*Reporting of ‘notifiable diseases’*

* If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Public Health England
* When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.
* An outbreak is considered to be 2 or more people.

HIV/AIDS/Hepatitis procedure

* HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
* Single use vinyl gloves and aprons are worn when changing children’s nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
* Protective rubber gloves are used for cleaning/sluicing clothing after changing.
* Soiled clothing is bagged for parents to collect or disposed of in the outside bin (If parents have requested this)..
* Spills of blood, urine, faeces or vomit are cleared using mild disinfectant or bleach solution and mops; cloths used are disposed of in a tied plastic bag.
* Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

Nits and head lice

* Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
* On identifying cases of head lice, all parents are informed, and asked to treat their child and all the family if they are found to have head lice. They may return to the setting once treatment has commenced.
* We ask all attending the setting, including parents and staff, to regularly check their hair for nits or head lice to lessen the probability of an outbreak and we supply parents with the information leaflet produced by the setting informing them how to identify and treat Head lice or nits.

**Further guidance**

* Managing Medicines in Schools and Early Years Settings (DfES 2005)  
  <http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>
* Natasha’s Law <https://www.narf.org.uk/natashaslaw#:~:text=Natasha's%20Law%20is%20there%20to,continually%20be%20put%20at%20risk>
* Eat Safe (KSCMP)
* Children and Young Peoples Settings ( UK Health Security Agency)
* UK Health Security Agency. <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities>
* NHS [www.nhs.uk/conditions/norovirus](http://www.nhs.uk/conditions/norovirus)

## 5.3 The Key Person approach and Transitions

Policy Statement

All children are unique and the amount of time that a child takes to settle into our Group can vary enormously. Therefore, children will be given time to settle in at their own pace, so as to make them feel welcome, safe and confident in a new environment. We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

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

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

We require parents/carers to visit the premises with their children before they are due to start and require that the parents/carers concerned both complete and return the Admission Form and any other necessary documentation. We can provide help for any parents/carers who may find this difficult.

Procedures

* Prior to their child joining the setting a variety of ways are used to provide information for parents. A Home Visit will be arranged, if this is not possible the family will be asked to come into the setting for a meeting so that they are able to meet the key person and have access to all the information that they need before their child starts at the setting. The child will be given a fridge magnet with a photo of their key group mini-beast and key person on, to act as a reminder during the time before they begin pre-school life. Other information provided will be written information (including our prospectus and policies), displays about activities available within the setting, information days and individual meetings with parents. We aim to be as flexible as possible to ensure that we provide all parents the information needed and will work with parents to meet at a time that is mutually convenient if parents work.
* Before starting at the setting, we invite the child and his/her parents to visit the settingand during the Summer Term we provide two stay and play sessions for the parents and child as the majority of our new children start in September.
* We allocate a Key person to each child and his/her family before he/she starts to attend; the key person welcomes and looks after the child and his/her parents at the child’s first session and during the settling-in process. The key person will use the child’s ‘All about me’ and ‘Starting point’ forms to involve them in the activities provided or make sure that activities identified as preferable to the child are available. The key person offers unconditional regard for the child and family and is non-judgemental.
* The key person acts as the key contact for the parents and has links with other carers involved with the child i.e. childminder, other settings, separated parents, carers. And co-ordinates the sharing of appropriate information about the child’s development with those carers.
* A key person is responsible for developmental records and for sharing information on a regular basis with the child’s parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home. The key person works with the parent to plan and deliver a personalised plan for the child’s well-being, care and leaning.
* We provide a back-up key person (or buddy) so the child and the parents have a key contact in the absence of the child’s key person, this is the person whom they sit with for lunch and is recorded on the store room door. However all practitioners have a responsibility for the care and education of all of the children present.
* We have a book in the setting informing the children of all of the staff members and information about them.
* On their first day, new children will be introduced to the other children at the Group. They will be encouraged to get to know the other children and settle into the group, during play and other parts of the day where children are in groups, such as lunch times.
* The child's Admission Form is sent home and completed prior to the home visit (or visit to the setting). All aspects of the setting are discussed and explained to the parents and they are able to ask any questions that they may have.
* When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
* Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
* We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
* When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when. We encourage the use of the visual timetable to support this.
* At times an object of the parents may be used to comfort the child i.e. handkerchief or photograph.
* We recognise that some children will settle more readily than others but that some children who appear to settle rapidly may regress. We expect that the parent will honour the commitment to stay for various lengths of time, at least during the first week, or possibly longer, until their child can stay happily without them.
* We recognise that every child is an individual and we will use our own judgement to provide for that child’s individual needs throughout their pre-school life and with the support of their parents/carers.
* We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children. If it seems that a child is taking a long time to settle in, this will be discussed with their parents/carers at the earliest opportunity. Likewise, if a parent/carer feels that there is a problem during the settling in period, they should raise this with a member of staff. In some circumstances it may be necessary to defer the place until the child is ready.
* At the end of the child’s first session on their own the Key person will share the ‘What I did today’ form with the parent/carer and spend time discussing the child’s welfare.
* Within the first six weeks of starting we discuss and work with the child's parents to start to create their child's record of achievement.
* Staff will always be available to discuss any concerns or other issues with parents/carers regarding their child and their attendance at the Group. If parents/carers wish to meet with the Manager or Key person, they can make an appointment in the setting diary.
* Staff record each child’s level of Well Being and Involvement 3 times per year, and produce an action plan for children not achieving high levels in both areas, and this is shared and discussed with the parents when sharing the child’s Learning Story (a report of the child’s development).

Procedures for moving settings or moving on to school

* The Pre-School will do everything we can to provide a smooth transition to another setting or on to school. We ask that you give us enough warning (two weeks) so that we can prepare a transition document for your child. This will give the new setting or school invaluable information regarding your child’s likes dislikes and development which will aid the smooth transition between settings.
* We invite into the setting reception teachers from all schools that our children will be attending and ask them to provide photographs of themselves to include in the booklet that we produce to prepare them for school. However as we are on Sturry Primary School grounds we have good links with the reception teachers there who visit the children several times before the end of the summer term and children are invited to visit the school at least twice.
* Sturry Primary holds a Rising 4’s session weekly which we attend if possible or ensure that parents are aware of it.
* The SENco liaises with the Sturry Primary School SENco and SENco’s of other schools where possible.

## 7.2 Children’s Records

Policy Statement

The Pre-School recognises that the efficient management of its records is necessary to comply with its legal and regulatory obligations relating to the General Data Protection Regulation 2018 and the Human Rights Act 1998. This contributes to the effective overall management of the institution. This document provides the policy framework through which this effective management can be achieved and audited. Data Security is taken seriously and we do our best to guarantee the confidentiality, integrity and availability of any information.

We are committed to a policy of openness with parents with regard to its policies and procedures and the information that we hold on their child. Records and information will be made available to parents on written request unless subject to an exemption. If for any reason a request is going to be refused, then this decision, and an explanation, will be communicated in writing. A detailed list of all information held on our Children, Parents/Carers, Staff, Students and Volunteers and Committee members is held in the office.

Procedures

We keep various kinds of records on children attending our setting on both computer systems and on paper:

Developmental Records

* These include formal and informal written observations of children in the setting, photographs and samples of their work. Starting points, summary developmental reports (Learning Stories) and where appropriate Targeted Plans/Personalised Plans/EHC Plan or reports from other professionals.
* These are usually kept in the activity room in a cabinet and can be freely accessed, and contributed to, by staff, the child and the child’s parents.
* Development records can be shared at any time with parents and taken out of the setting, however they must be signed out and in.
* Staff are responsible for the safe keeping of their own Key Children’s development records and should sign them in and out on the clipboard kept on the cabinet when they are removing them to be updated. When not in use they must be kept safely in the cabinet only.
* Staff are allocated with individual USB sticks which contain setting information and record keeping including children’s Learning Stories. It is the responsibility of staff to keep these safe and secure and to sign them in and out of the setting when taken home for updating. See the Acceptable Use policy.

***Personal Records***

Ordinarily, information kept on a child will include:

* Birth name (along with any other name the child is known by).
* Date of birth.
* Gender.
* Ethnic background.
* Religion.
* Languages spoken.
* Home address, e-mail address and telephone number(s).
* Parents or carers name.
* Parents or carers place of work and contact number(s).
* Any other emergency contact names and numbers.
* Family doctor’s name, address and telephone number.
* Health visitor’s name, address and telephone number (if applicable).
* Details of any special health issues (including any SEND documentation), or reports and information given from health professionals or agencies regarding the child.
* Details of any special dietary requirements, allergies and food and drink preferences.
* Record of immunisation.
* Names of people authorised by parents/carers to collect children.
* Any other information relating to the child deemed by staff or parents/carers to be relevant and significant.
* Appropriate records of children’s progress and achievements.

We also keep signed consent forms (Admission Forms and other), correspondence concerning the child or family, reports or minutes of meetings concerning the child from other agencies and observations by staff on any confidential matter involving the child, such as safeguarding matters or developmental concerns.

All confidential records are kept in a lockable filing cabinet and are kept secure by the Senior Management Team (SMT). Parents have access to the files and records of their own children but do not have access to information about any other child.

Staff are not permitted to discuss information regarding the children and their families with anyone outside of the setting. Information is shared at Staff meetings on a need to know basis in order to provide support to the children and their families. Staff induction includes an awareness of the importance of confidentiality in the role of practitioner.

**Legal framework**

* General Data Protection Regulation 2018
* Children Act 1989, 2004
* Human Rights Act 1998

## 2.3 Managing Feelings and Behaviour

Policy statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. This in turn develops confidence, self discipline and self esteem in an environment of mutual respect and encouragement.

Children need to learn to care, respect one another to consider the views, feelings, needs and rights of others, and the impact that their behaviour has on people, places and objects promoting British Values. This is a developmental task that requires support, encouragement, teaching, rewarding positive behaviour and setting the correct example. This can be achieved by using visual aids i.e. happy/sad face and cue cards, gestures, Sand timers, role play, puppets, stories, Star of the Week and distraction techniques. Discussion can be used depending on the age and stage of the individual child. We also ensure that wanted behaviour is celebrated and rewarded with the use of our Achievement Diaries, stickers and our reward box. The principles that underpin how we achieve positive and considerate behaviour exist within the Statutory Framework for the Early Years Foundation Stage 2021 for promoting Personal, Social and Emotional Development.

Procedures

Our Manager **Angela Harvey** has overall responsibility for our programme for supporting personal, social and emotional development.

We require the named person to:

* keep herself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
* access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
* check that all staff have relevant training on promoting positive behaviour. We keep a record of staff attendance at this training in staff personal development plans.
* Staff will work as a team by discussing incidents and resolving to act collectively and consistently.

Negative Behaviour

When confronted with inappropriate behaviour, staff will be clear to distinguish between ‘disengaged’, ‘disruptive’ and ‘unacceptable’ behaviour.

**‘Disengaged’** behaviour may indicate that a child is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity.

**‘Disruptive’** behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.

**‘Negative’** behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. Staff will be clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a child from the activity.

* We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
* We require all staff, committee, volunteers and students to provide a positive model of behaviour by treating children, parents, visitors and one another with friendliness, care and courtesy.
* We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
* We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
* We work in partnership with children's parents, sharing information and strategies regarding Social Emotional and Mental Health in a confidential way. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring negative behaviour, using our observation records and best practice guidance SEM tool to help us to understand the cause and where appropriate to ask support from KCC Equality and Inclusion Team and then to decide jointly how to respond appropriately. A Targeted Plan (TP) may be generated and sharing strategies for use at home. This is reviewed termly with the parents and outside agencies are approached if further help is necessary.

Behaviour Strategies

* The staff and children have worked together to produce Golden Rules for use in the setting to decide on the basic rules of acceptable behaviour.
* We require all staff, volunteers and students to use the same positive language and strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
* We will ask for the behaviour that we require i.e. ‘walk’ rather than ‘don’t run’.
* We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns. However visual cue cards, visual timers, now and next boards and the timeline are used to encourage sharing and increase children’s understanding of sharing and the routine of the day.
* We acknowledge praise and reward considerate/positive behaviour such as kindness, caring, co-operating and willingness to take turns. This is shared with the parents verbally or the wanted behaviour is written on a sticker to remind staff and child the reason for the praise or the child may be awarded Star of the Week sharing their achievements with the whole group.
* We support each child in developing self-esteem, confidence and feelings of competence.
* We support each child in developing a sense of belonging in our group, so that they feel respected valued and welcome.
* We avoid creating situations in which children receive adult attention only in return for inappropriate behaviour.
* When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately. Staff will use a calm but firm voice and use the child’s name to get their attention when talking to them. We provide them with the vocabulary to express their emotions and give them the time and space that they need to calm down.
* Attention will always be given to the child who has been ‘the victim’ of unacceptable behaviour before addressing the child who has instigated the unacceptable behaviour.
* We will empower the children in the setting to use strategies to ensure that their feelings are known i.e. holding their palm up and saying ‘stop I don’t like it’ and using the adults visual cue cards.
* Staff will encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation or using visual cue cards.
* We never send children out of the room by themselves, nor do we use a ‘naughty chair’ that excludes children from the group. However, should the safety of the child or others be in danger we provide a time out within the play area using the visual sand timer so that the child can see when they are expected to return to the group, as long as it is safe for them to do so. We never use physical punishment, such as smacking or shaking. Children are never threatened with these. Staff will not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being.
* Staff will be made aware of the behaviour management and physical intervention policies*,* and any physical interventions must be in line with our agreed policy and procedures and national guidance.
* Sturry Pre-school keeps a record of any occasion where physical intervention is used. Parents and/or carers will be informed of any physical interventions involving their child on the same day, or as soon as reasonably practicable.
* We do not use techniques intended to single out and humiliate individual children.
* A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.
* We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
* Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our Manager and are recorded in the Incident Record Folder. The child’s parent is informed on the same day by sharing the Adult Intervention Form. Confidentiality for the other child will be observed.
* A risk assessment may be produced in cases of persistent negative behaviour e.g. biting, pushing or hurting others. The keyperson will keep a record of the negative behaviour and share with the parents. Children may need to be shadowed during the session in order to observe if there is a pattern or to protect others and these various records and observations can then inform strategies.
* In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame and recorded and shared with the parents/carer.
* We do not shout or raise our voices in a threatening way to respond to children's inappropriate behaviour.
* If a child is struggling repeatedly to achieve wanted behaviour during a session it may be deemed necessary by the Manager for the child to receive shortened session times. This is to aid their Personal and Social development and to ensure the safety of the other children.

Children under three years

* When children under three behave in inappropriate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
* We recognise that very young children and children with Special Educational Needs are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
* Common inappropriate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
* If tantrums, biting or fighting are frequent, we try to find out the underlying cause, sharing information with the Parent/Carer - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of ‘separation anxiety’.
* We focus on ensuring a child’s attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Biting or Injury Procedure

* The staff member dealing with the incident will make sure that the hurt child is comforted.
* The staff member will ask the child why they carried out the action and explain that the action is not acceptable (depending on age and stage of the child). Happy and Sad face cards could be used.
* The staff member will show the instigator what they have done to the child and encourage them to find a solution.
* The staff member will record the incident on an Adult Intervention Form to share with the parents at the end of the session, unless the incident is particularly severe in which case both parents will be contacted by telephone.
* If the skin is broken the parents will be advised to seek medical assistance as soon as possible.

Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inappropriate at times and may need addressing using strategies as above.

* We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
* We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
* We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
* We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as ‘bullying’. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

* We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
* When an incidence of inappropriate behaviour occurs, staff will approach the child at their level and listen to the child or children concerned and hear their reasons for their actions. Staff will then explain to the child or children what was inappropriate about their behaviour remembering their age and stage of development and that such actions have consequences for both themselves and for other people. This will be recorded and shared with parent/carers.
* We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
* We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
* Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
* We do not engage in punitive responses to a young child’s rage as that will have the opposite effect.
* Our way of responding to pre-verbal children is to calm them using soft toned language and physical restriction depending on their needs and cuddling (where appropriate). Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
* We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
* We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings. “When you took Adams toy it made him sad.”
* We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. “I can see you are feeling better now. “Let’s see if we can be friends and find another car, so you can both play with one.”
* We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. For both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
* We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
* We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where they are genuinely sorry and wish to show this to the person they have hurt, this could include asking the upset child what will make him/her happy.
* When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. A Targeted Plan is developed with the key person, E &I team member if appropriate and parents using the Best Practice Guidance document. We are also able to access Early Years Lift meetings to gain advice and support for strategies with outside agencies.

The main reasons for very young children to engage in excessive hurtful behaviour are that:

* they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home, and it may also be in the setting.
* their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger.
* the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated.
* the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally or may be experiencing child abuse.
* the child has a developmental condition that affects how they behave.

Where this does not work, we use the SEND Code of Practice 2015 to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Supporting Mental Health

Although the Senior Management Team are always available for staff, children and families to approach if any problems arise, it is recognised that another team member may be better at supporting the whole team and families of the setting. Stephanie Head our Health and Safety Officer has been appointed our Mental Health advocate for staff, parents and children’s Social Emotional and Mental Health (SEM). This role is completed with the support of the SMT and our SENco Stephanie Head.

We require the named person to;

* keep herself up to date with legislation, research and thinking on promoting positive mental health for staff, children and parents of our setting.
* access relevant sources of expertise on promoting positive mental well-being.
* Be available to staff, parents or children who are struggling and may need support for themselves or for their key children or families who may be experiencing problems.
* Stephanie Head our trained Mental Health advocate will signpost any parents or families experiencing any Mental Health issues as she has had training and can supply them with additional information and websites which may be useful.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. We promote positive attitudes towards disabled children/ adults and other minority groups during our daily routines and activities. It is hoped that this will encourage understanding and empathy with others who are different to themselves, thereby decreasing the likely hood of bullying.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

If a child is considered to be bullying another child or children:

* we show the children who have been bullied that we are able to listen to their concerns and act upon them.
* we intervene to stop the child who is bullying from harming the other child or children.
* we explain to the child doing the bullying why her/his behaviour is not acceptable.
* we give reassurance to the child or children who have been bullied.
* we help the child who has done the bullying to recognise the impact of their actions.
* we make sure that children who bully receive positive feedback for appropriate behaviour and are given opportunities to practise and reflect on appropriate behaviour.
* we do not label children who bully as ‘bullies.
* we recognise that children who bully may be experiencing bullying themselves or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.
* we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
* we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
* we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving. (staff will not disclose the name of the child).

**Legal framework**

Health and Safety at Work Act 1974

Children Act 1989, 2004

Disability Discrimination Act 1995

Human Rights Act 1998

Equality Act 2010

Mental Health (Discrimination) Act 2013

SEND Code of Practice 2014

SEND Act 2014

SEND Code of Practice: 0-25 years 2015

EYFS 2021

## 7.7 General Data Protection Regulation

Policy Statement

The General Data Protection Regulation 2018 is the law that protects personal privacy and upholds individual’s rights. It applies to anyone who handles or has access to people’s personal data.

This policy is intended to ensure that personal information is dealt with properly and securely and in accordance with the General Data Protection Regulation. It will apply to information regardless of the way it is used, recorded and stored and whether it is held in paper files or electronically.

Personal information is any information that relates to a living individual who can be identified from the information. This includes any expression of opinion about an individual and intentions towards an individual. It also applies to personal data held visually in photographs or video clips (including CCTV) or as sound recordings.

In order to meet the needs of the children and fulfil our obligations as a childcare provider, we are required to obtain personal information from Parents, Carers and other professionals.

Procedures

Sturry Pre-School collects a large amount of personal data every year including:

Staff records, names and addresses of those requesting a place, development reports, references, fee collection as well as the many different types of research data used by the pre-school. In addition, it may be required by law to collect and use certain types of information to comply with statutory obligations of Local Authorities (LAs), government agencies and other bodies.

The Data Protection Officer at Sturry Pre-School is Angela Harvey.

A Privacy Notice is given to all Data Subjects yearly and when there are any changes to legislation etc.

The Eight Principles

The Act is based on eight data protection principles, or rules for ‘good information handling’.

1. Data must be processed fairly, lawfully and transparently.

2. Personal data shall be obtained only for one or more specific and lawful purposes.

3. Personal data shall be adequate, relevant and not excessive in relation to the purpose(s) for which they are processed.

4. Personal data shall be accurate and where necessary kept up to date.

5. Personal data processed for any purpose(s) shall not be kept for longer than is necessary for that purpose.

6. Personal data shall be processed in accordance with the rights of data subjects under the General Data Protection Regulation 2018.

7. Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.

8. Personal data shall not be transferred to a country outside the EEA, unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

**Responsibilities**

Sturry Pre-School must:

* Manage and process personal data properly
* Protect the individual’s right to privacy
* Provide an individual with access to all personal data held on them.

Sturry Pre-School has a legal responsibility to comply with the Act. Sturry Pre-School, as a corporate body, is named as the Data Controller under the Act.

Data Controllers are people or organisations who hold and use personal information. They decide how and why the information is used and have a responsibility to establish workplace practices and policies that are in line with the Act.

The pre-school is required to ‘notify’ the Information Commissioner of the processing of personal data. This information will be included in a public register which is available on the Information Commissioner’s website at the following link : http://www.ico.gov.uk/what\_we\_cover/promoting\_data\_privacy/keeping\_the\_register.aspx

Every member of staff that holds personal information has to comply with the Act when managing that information.

Sturry Pre-School is committed to maintaining the eight principles at all times. This means that the school will:

• inform Data Subjects (customers & employees) why they need their personal information, how they will use it and with whom it may be shared. This is known as a Privacy Notice.

• check the quality and accuracy of the information held

• apply the records management policies and procedures to ensure that information is not held longer than is necessary

• ensure that when information is authorised for disposal it is done appropriately

• ensure appropriate security measures are in place to safeguard personal information whether that is held in paper files or on a computer system

• only share personal information with others when it is necessary and legally appropriate to do so

• set out clear procedures for responding to requests for access to personal information known as subject access in the General Data Protection Regulation 2018

• train all staff so that they are aware of their responsibilities and of the pre-schools relevant policies and procedures

**Information Security Breaches**

The Information Commissioners Office (ICO) has the power to issue monetary penalty notices of up to £500,000 for serious breaches of the General Data Protection Regulation 2018.

If despite the security measures we take to protect the personal information we hold, a breach of security occurs, it is important that we deal with the security breach effectively. The breach may arise from a theft, a deliberate attack on our systems, from the unauthorised use of personal information by a member of staff, or from accidental loss or equipment failure. However the breach occurs, we must respond to and manage the incident appropriately.

There are four important elements to any breach-management plan:

1. Containment and recovery – the response to the incident should include a recovery plan and, where necessary, procedures for damage limitation.
2. Assessing the risks – we should assess any risks associated with the breach, as these are likely to affect what us do once the breach has been contained. In particular, we should assess the potential adverse consequences for individuals; how serious or substantial these are; and how likely they are to happen.
3. Notification of breaches – informing people about an information security breach can be an important part of managing the incident, but it is not an end in itself. We should be clear about who needs to be notified and why. We should for example, consider notifying the individuals concerned; the ICO; other regulatory bodies; other third parties such as the police and the banks; or the media.
4. Evaluation and response – it is important that we investigate the causes of the breach and also evaluate the effectiveness of our response to it. If necessary, we should then update your policies and procedures accordingly.

Reporting a breach

Although there is no legal obligation on data controllers to report breaches of security which result in loss, release or corruption of personal information, the Information Commissioner believes serious breaches should be brought to the attention of his Office. The nature of the breach or loss can then be considered together with whether the data controller is properly meeting his responsibilities under the DPA.

The extent of detriment likely to occur is dependent on both the volume of personal information involved and the sensitivity of the information.

Where there is significant actual or potential detriment as a result of the breach, whether because of the volume of information, its sensitivity or a combination of the two, there should be a presumption to report. Breaches are to reported to the ICO within 72 hours of the incident.

Where there is little risk that individuals would suffer significant detriment, for example because a stolen laptop is properly encrypted or the information that is the subject of the breach is publicly-available information, there is no need to report.

There should be a presumption to report to the ICO where a large volume of personal information is concerned and there is a real risk of individuals suffering some harm. It is difficult to be precise about what constitutes a large volume of personal information. Every case must be considered on its own merits.

However, it will be appropriate to report much lower volumes in some circumstances where the risk is particularly high, perhaps because of the circumstances of the loss or the extent of information about each individual. If the data controller is unsure whether or not to report, the presumption should be to report.

This policy will be updated as necessary to reflect best practice or amendments made to the General Data Protection Regulation 2018.

For help or advice on any data protection or freedom of information issues, please do not hesitate to contact

Michelle Hunt

Information Governance Specialist

Information Resilience & Transparency Team

Tel: 03000 416286

Email: michelle.hunt@kent.gov.uk or [dataprotection@kent.gov.uk](mailto:dataprotection@kent.gov.uk)

**Legal framework**

* General Data Protection Regulation 2018
* Children Act 1989, 2004
* Human Rights Act 1998

## 3.2 Food Hygiene and Healthy Eating

(Including procedure for reporting food poisoning)

Policy statement

In our setting we provide and/or serve food for children on the following basis:

* Snacks.
* Packed lunches provided by Parents/Carers
* Cooking Activities

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food and we are committed to providing healthy, nutritious and tasty snacks and drinks of milk or water for children during our sessions. We will make every effort to ensure that food and drink is safely prepared and sensitive to the dietary, religious and cultural requirements of all the children. Activities and regular snack and mealtimes are used to encourage the children to discuss and consider how to make healthy lifestyle choices. We recognise the importance of healthy eating and a balanced and nutritious diet. We will endeavour to make a variety of foods available including plenty of fruit and nutritious food, only milk or water is offered at snack time. We operate a no sweets or fizzy drinks policy and we advise that fruit juices should be diluted in line with guidance for under-five’s dental health. Children and practitioners sit in small family size groups during snack and mealtimes to encourage conversation and a relaxed and sociable atmosphere. The participation of practitioners in snack and mealtimes provides a positive role model with regards to table manners and enjoyment of a variety of foods. It is recognised that children need a good variety of food and that healthy eating and physical exercise are essential for proper growth and development in childhood. (The Caroline Walker Trust). We provide parents with a Healthy Lunch box leaflet to encourage healthy choices which gives information regarding portion sizes. Children are encouraged to be active for much of the time while in the setting. NHs guidelines suggest that children need to be active for at least 60 minutes.

Allergens

We comply with the Food Information for Consumers Regulation law by displaying all food served to the children with their potential allergen content. A list of the 14 Allergens is displayed for staff and parents/carers and online training has been accessed by SMT and Health and Safety officer with regard to allergens and all staff are encouraged to access this also although in house training is given to all staff.

* A list of children and their individual allergies or intolerances is listed on the fridge and wall with photographs to aid identification for all adults serving food.
* All packets will be checked on delivery to ensure we are aware of any allergens in the contents.
* If it is deemed necessary, a child with allergies may have their snack prepared separately to prevent cross contamination.
* Any child with a food intolerance or allergy will complete a care plan to inform all staff of the details and any steps that need to be taken if a child displays symptoms of having eaten something that does not agree with them.
* Parents can supply milk alternatives or we have water or their own bottle of drink for the children.

Cultural and Religious Diversity

We are committed to embracing the cultural and religious diversity of the families who use our services. We will work with parents/carers to ensure that any particular dietary requirements are met. We are also keen to help introduce children to different religious and cultural festivals and events through different types of food and drink, in line with their religious and cultural requirements.

We are registered as a food provider with the local authority Environmental Health Department.(See Policy 4.3)

Procedures

Setting Procedures

* At least one staff member per session will have a Food Safety Certificate and all staff understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
* Children will always be in sight and hearing of a staff member when eating or drinking. If a child has any Special Educational Needs that makes sitting at the table for snacks or meals problematic then a nominated staff member will accompany them, and an individual Risk Assessment will be completed.
* Staff will receive Food Hygiene refresher training in the form of staff meetings, handbook etc.
* Staff with long hair will tie it up while preparing snack or during cooking activities.
* All cuts should be covered with a blue plaster and if a staff member has eczema or any minor skin complaint are required to wear gloves during food preparation.
* As a precaution if there is sickness or diarrhoea in a staff members household, they will not be permitted to prepare snack. Also, no Staff Member or child helper experiencing any respiratory virus symptoms will not prepare snack until they are well.
* Different coloured cloths are used for different purposes; green for tabletops, blue for washing up, throw away cloths for toilets and microfibre for sinks and messy area.
* The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently.
* We use reliable suppliers for the food we purchase.
* Food is stored at correct temperatures and is rotated in line with dates and checked at random intervals to ensure it is in-date and not subject to contamination by pests, rodents or mould.
* We feel that our snack time is a learning opportunity for all children attending our setting to try different foods that they might not try at home. This is also an important learning experience for all the children to sit and eat alongside their peers, developing positive eating habits. We encourage healthy eating, and we provide a variety of food including crackers, breadsticks, fruit and vegetables, cheese, wholemeal toast and water and milk to drink.
* Fruit such as strawberries, grapes, cherry tomatoes. Firm fruits such as pears, apples will be cut into slices and hard vegetables such as carrots will be cut into batons.
* As part of our curriculum, we sometimes provide foods from different cultures and backgrounds.
* Children are encouraged to show independence when opening wrappers, packets etc. staff will provide assistance to any child that requires it.
* Food preparation areas are cleaned before use as well as after use.
* There are separate facilities for handwashing and for washing up.
* All surfaces are clean and non-porous.
* All utensils, crockery etc are clean and stored appropriately.
* No food is left on the side overnight and all waste food is disposed of daily.
* Cleaning materials and other dangerous materials are stored out of children's reach.
* Children do not have unsupervised access to the kitchen.
* We encourage children to eat their lunch in a certain order depending on contents. This is usually savoury (wrap, sandwich, pasta etc) then fruit/veg, dairy and finally any treats that they may have (cake, biscuit). Chocolate or sweets will not be permitted at lunch or snack time.
* When children take part in cooking activities or preparation of snack, they:
* are always supervised.
* understand the importance of hand washing and simple hygiene rules
* are kept away from hot surfaces and hot water.
* do not have unsupervised access to electrical equipment such as blenders etc.

**Packed Lunches provided by parents/carers**

* Packed lunches are stored in the lunch box trolley; un-refrigerated food is served to children within 4 hours of being brought in from home.
* We ask that parents/carers do not supply Sushi as part of their child’s packed lunch.
* We encourage parents to consider portion sizes so that children have adequate nutrition but do not overeat.
* Parents are requested to provide cool packs in the packed lunches.
* We discourage sugary or salty snacks in line with our Healthy Eating ethos.
* Children all have their own named water bottles for them to access throughout the day. If the bottle becomes empty, we will refill with water only.
* We ask that parents do not include any food which contains nuts in their child’s lunchbox or use Chocolate spread or any chocolate filled pastries etc, as it isn’t always clear if it contains nuts, also it is not compatible with our Healthy Eating ethos. We at Sturry Pre-school are allergy aware.
* Children’s stomachs are much smaller than adults and they require less. It is suggested that stomachs are the size of the person/child’s fist. Obesity is a high problem, so it is important not to over feed your child.
* We support parents to understand and provide healthy options for their child’s lunch by giving all families a Healthy Eating leaflet in their Admission Pack. No child will ever be forced to eat or drink something against their will, staff will however encourage children to try new foods and to eat a healthy selection from their lunch boxes.
* Staff are also encouraged to have a healthy packed lunch to ensure that we are advocates for healthy eating.
* We do have facilities to heat any food brought from home.

**Dietary Needs (including for religious, faiths and beliefs)**

As part of a child’s settling in period, we require that the parents and carers complete the Admissions Form, including information about any special dietary requirements along with their food and drink preferences. All children with any additional dietary needs will have their photograph and details listed on the fridge in the kitchen and the main area, and a Care plan completed and shared with all staff. This is shared with parents during the initial meeting and permission sought. The Manager and staff will ensure that food and drink offered to children takes account of this information to safeguard their health and meet – as far as possible – their particular preferences.

We respect and appreciate that some families may have specific food preferences or dietary needs according to cultural or religious beliefs. Therefore, parents/carers may include their choice of foods when preparing packed lunches, however, this needs to be in line with our healthy eating and allergy policy.

**Celebrations**

Many families like to celebrate their child’s birthday with us. For any special events

**For those parents that have opted out of paying the Annual Voluntary Contribution, the following applies –**

**Alternative option for consumables for those Parents/Carers wishing to opt out of the Annual Voluntary Contribution –**

For those parents/carers who chose not to pay the Annual Voluntary Contribution, this is our policy to offer alternatives on providing snack, wipes, nappy sacks and sun cream.

**Snack** – For every morning session that your child attends, you MUST provide your child with snack to ensure that they can be included in snack time with the other the children and they are fed alongside them consistently. We encourage healthy eating and have children/staff with allergies, therefore parents/carers MUST –

- Provide their child with snack every morning session that they attend. This must be in a clearly named, transparent box.

- This will include crackers or breadsticks and fresh fruit / vegetables only. All fruit and vegetables MUST be prepared and pre-cut including apples, pears, cucumber etc into slices and grapes into quarters only, in line with our health and safety policy. We insist on these items being provided only, to coincide on what we provide to other children covered under the contribution. This is also to ensure the safety of all children and staff with allergies and prevent cross-contamination. We are an allergy aware setting. (see our Health & Safety policy).

- We respect and appreciate that some families may have specific food preferences or dietary needs according to cultural or religious beliefs. However, this needs to be in line with our healthy eating and allergy policy and a variation of the above.

- The snack box must be collected at the end of every session, any uncollected box will be disposed of at the end of that week.

Oral Health

* We provide all families with a Healthy Lunch Box leaflet prior to starting at the setting.
* We use activities and resources to promote healthy lifestyles and oral health.
* We do not provide sugary drinks and use activities to explain the sugar content within popular drinks and foods to empower the children to make healthy choices.
* Parents are provided with a leaflet explaining the correct use of Dummies to prevent tooth decay and language delay.
* We use vocabulary that encourages the limitation of unhealthy foods i.e. “Healthy” and “treat” foods.
* We will raise any concerns regarding children’s oral health with families as soon as concerns are noticed and advise them of the best action to take.
* We discuss Dentist visits with the children and share leaflets regarding these with families. We regularly complete Oral Hygiene sessions including giving the children tooth brushing charts and certificates once completed.

Reporting of food poisoning

* Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
* Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
* If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.

**Legal Framework**

* The Food Information Regulations 2014
* Food Safety and Hygiene 2013
* Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs
* Food Safety Act 1990
* Food Safety Order 1991
* Early Years Foundation Stage nutrition guidance April 2025

**Further guidance**

* *Safer Food Better Business* (Food Standards Agency)  
  [www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/sfbbcaterers](http://www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/sfbbcaterers)
* *Eat Better Start Better* available at: [www.schoolfoodtrust.org.uk](http://www.schoolfoodtrust.org.uk)
* *Natasha’s Law 2021*

###### PRIVACY NOTICE

**for**

Sturry Pre-School

Privacy Notice **– How we use pupil information**

Why do we collect and use pupil information

We collect and use pupil information under section 537A of the Education Act 1996, and section 83 of the Children Act 1989. We also comply with Article 6(1)(c) and Article 9(2)(b) of the General Data Protection Regulation (GDPR).

We use the pupil data:

* to support pupil learning
* to monitor and report on pupil progress
* to provide appropriate pastoral care
* to assess the quality of our services
* to comply with the law regarding data sharing

**Categories of pupil information that we collect, hold and share include:**

* Personal information (such as name, date of birth and contact details)
* Characteristics (such as ethnicity, language, nationality, country of birth)
* Attendance information (such as sessions attended, number of absences and absence reasons)
* National curriculum assessment results
* Special educational needs information
* Relevant medical information

Collecting pupil information

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

Storing pupil information

Sturry Pre-Schoolkeeps information about you on computer systems and also on paper.

We hold your education records securely until you leave Pre- School. Some records will then be transferred to your new setting or Primary School, where they will be retained until you reach the age of 25, after which they are safely destroyed. All other records will either be given to you or retained or destroyed in line with the GDPR and our policies and procedures.

There are strict controls on who can see your information. We will not share your data if you have advised us that you do not want it shared unless it is the only way we can make sure you stay safe and healthy or we are legally required to do so.

**Who do we share pupil information with?**

We routinely share pupil information with:

* schools that the pupils attend after leaving us
* our local authority (Kent County Council) and their commissioned providers of local authority services
* the Department for Education (DfE)
* Other agencies such as Social Services, Speech and Language and Health Visitors

Why we share pupil information

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

We share pupils’ data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

To find out more about the data collection requirements placed on us by the DfE (for example; via the school census) go to [https://www.gov.uk/education/data-collection-andcensuses-for-schools](https://www.gov.uk/education/data-collection-and-censuses-for-schools)

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child’s educational record, contact Angela Harvey.

You also have the right to:

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

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information

Commissioner’s Office at <https://ico.org.uk/concerns/>

**Contact:**

If you would like to get a copy of the information about you that KCC shares with the DfE or post-16 providers or how they use your information, please contact:

Information Resilience & Transparency Team

Room 2.71

Sessions House

Maidstone, Kent

ME14 1XQ

Email: dataprotection@kent.gov.uk

You can also visit the KCC website if you need more information about how KCC use and store your information. Please go to:  [http://www.kent.gov.uk/about-the-council/contactus/access-to-information/your-personal-information](http://www.kent.gov.uk/about-the-council/contact-us/access-to-information/your-personal-information)

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

If you would like to discuss anything in this privacy notice, please contact:

Angela Harvey, Sturry Pre-School 01227 719577

# Health & Hygiene

These are guidelines set by the Health Protection Agency, however, children are not permitted to attend if they unwell. Full details of the procedures for Health & Hygiene are set out under the Health & Safety.

###### Minimum Exclusion Periods for Illness and Disease

|  |  |
| --- | --- |
| **Disease** | **Period of Exclusion** |
| Antibiotics prescribed | First 24 hours |
| Chicken Pox | 5 days from onset of rash, until scabbed over or dry |
| Conjunctivitis | None |
| Diarrhoea and/or Vomiting | 48 hours from last episode of diarrhoea or vomiting |
| Diphtheria | Exclusion is essential, consult with the local HPU |
| Fifth Disease (Slapped Cheek)  Gastro-enteritis, food poisoning, | None |
| Salmonella and Dysentery | 48 hours after symptom free |
| Glandular Fever | None |
| Hand, Foot and Mouth disease | None |
| Headlice | None – See advice in this prospectus |
| Hepatitis A | At least first 7 days |
| High temperature | 24 hours |
| Impetigo | Until lesions are crusted and dry |
| Infective hepatitis | 7 days from the onset |
| Measles | 4 days from when the rash first appeared |
| Meningitis | Until recovered |
| Mumps | 5 days minimum or until the swelling has subsided |
| Pertussis (Whooping cough) | 21 days from the onset unless antibiotics prescribed, 48 hours |
| Plantar warts | None |
| Poliomyelitis | Until certified well |
| Ringworm | Until treatment has been given |
| Rubella (German Measles) | 6 days from onset of rash |
| Scabies | Until treated |
| Scarlet fever and streptococcal | child can return 24 hours after antibiotic treatment commences |
| Infection of the throat | None |
| Threadworm | None |
| Tonsillitis | None |
| Tuberculosis | Until declared free from infection by a doctor |
| Typhoid fever | Until declared free from infection by a doctor |
| Warts (including Verruca) | None |

# Treating Head Lice

**When your child begins their pre-school life due to the close contact that young children enjoy, they may come into contact with Head lice. Having head lice does not mean that you’re dirty. Children are most commonly affected, but anyone with hair can catch them.**

Head lice are very small with 6 legs and a small claw which they use to cling to the hair. They are browny-grey in colour and survive by biting the scalp and feeding on blood. This often causes itching but not always. The female head lice lay eggs which stick to the hair and the baby head louse hatches 7 to 10 days later. 10 to 14 days later the baby head louse is ready to lay eggs itself this is what makes the treatment so difficult and lengthy.

**Spotting head Lice**

The most common place for head lice to be found is around the ears and at the nape of the neck.

If you look closely you will see the white eggs or ‘nits’ attached to the individual hairs these are hard to dislodge.

**Treating Head Lice**

If head lice are present, you need to treat your child.

Head lice are tough. They can’t be killed by washing with normal shampoo or normal combing. Because they reproduce so quickly they need treating before they spread.

If your child has head lice the whole family needs to be treated.

**Methods:**

*Wet combing –*

* Wash the hair using ordinary shampoo and apply ample conditioner, before using a wide-toothed comb to straighten and untangle the hair.
* Once the comb moves freely through the hair without dragging, switch to the louse detection comb. Make sure that the teeth of the comb slot into the hair at the roots with the bevel-edge of the teeth lightly touching the scalp.
* Draw the comb down to the ends of the hair with every stroke and check the comb for lice.
* Remove lice by wiping or rinsing the comb.
* Work methodically through the hair section by section so that the whole head of hair is combed through.
* Rinse out the conditioner and repeat the combing procedure in the wet hair.
* Repeat the procedure on day five, nine and 13 in order to clear the young lice as they hatch, before they have time to reach maturity.

Medicated lotion or spray-

Medicated lotion or spray is an alternative method for treating head lice. However, no medicated treatment is 100% effective. Your pharmacist will be able to recommend an over-the-counter lotion or spray.

Medicated treatments should only be used if a living (moving) head louse is found. Crème rinses and shampoos are not thought to be effective and are therefore not recommended.

Make sure that you have enough lotion to treat everyone in your family who is affected by head lice. Use enough to coat the scalp and the length of the hair during each application.

Follow the instructions that come with the medicated lotion or spray when applying it. Depending on the product you are using, the length of time that it needs to be left on the head can vary from 10 minutes to 8 hours.

The normal advice is to treat once, then repeat after seven days. Some medicated products also supply a comb for removing dead lice and eggs.

Traditional insecticides must not be used more than once a week for three weeks in a row. Some products carry a fire warning.

Some medicated products may be capable of killing eggs as well as lice, although there is no certainty of this. Check for baby lice hatching from eggs three to five days after you use a product, and again 10 to12 days afterwards.

A minimum of two applications of lotion are needed to kill the lice over the hatching period because the lotions do not always kill louse eggs.

If the lice appear to be unaffected by the product (some lice may have developed resistance to a particular insecticide) or if the problem persists, seek advice from your school nurse, health visitor, pharmacist or GP.

**Cautions**

Always seek advice from a healthcare professional before using medicated head lice lotions on the following groups:

* young babies (under six months old)
* pregnant women
* people with asthma or allergies

Pregnant women are advised to use either wet combing or 4% dimeticone lotion, which is licensed for use in pregnancy and breastfeeding.

Always read the instructions carefully before using medicated head lice lotions.

Taken from [http://www.nhs.uk/livewell/childheath a](http://www.nhs.uk/livewell/childheath)nd http://www.nhs.uk/Conditions/Headlice/Pages/Treatment.aspx

# Staff Key Qualifications & Training (as at June 2025)

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| --- | --- | --- |
| Angela Harvey  Manager        Senior Management Team    Designated Safeguarding Lead | Safeguarding – Designated Person  Paediatric First Aid level 3  NVQ 4 Child Care Learning & Development  Food Safety Level 2  Business Administration L3 Diploma  Online Safety for Designated person  NVQ3 Leadership & Management  GDPR Online Training  Level 4 Childcare – Advanced Practitioner  Safer Recruitment  Epilepsy Awareness  Well Being & Involvement  Communication & Language 2-4’s  Early Years Professional Development Programme | Feb 2025  May 2025  Aug 2020  March 2025  May 2012 Oct 2024  June 2017 Jan 2018  Jul 2016  Feb 2023  March 2023  Feb 2024  May 2022  Nov 2023 |
| Stephanie  Head  Deputy Manager / SENco  Senior Management Team  Senior Practitioner/Health & Safety Officer | Paediatric First Aid  Level 3 Diploma for the Children & Young People’s workforce  Food Hygiene  Communication Counts 2-4’s  Health & Safety  Medication Awareness/Safe handling of Meds  Allergy & Anaphylaxis training  Epilepsy for Teachers  Child Protection  SEND Code of Practice  Early Years SENco  Advanced Early Years SENco  Prime Importance of Communication | Nov 2023  June 2013    March 2022  March 2022  April 2024  Feb 2023  March 25  March 2023  Oct 2024  April 2023  July 2023  Jan 2024  Dec 2024 |
| Tracey  Johnson  Senior Practitioner          Senior Management Team    Deputy Designated Safeguarding Lead | Paediatric First Aid Level 3  Designated Person Safeguarding  BA (Hons) Degree in Early Years Studies  Early Years Professional Status (EYPS)  Level 2 Food Safety  Safer Recruitment  GDPR  Prevent Duty  Communication & Language 2-4’s  SEND Code of Practice  Managing your Ofsted Inspection  Autism Awareness  Creating an effective C & L environment | May 2025  Feb 2025  March 2012  March 2012  Nov 2024  Feb 2023  Nov 2019  Nov 2024  May 2022  April 2024  July 2023  Feb 2024  Feb 2024 |
| Louise Scott  Practitioner /  Diversity Officer | NNEB – Nursery Nursing  Paediatric First Aid  Communication Counts  Sensory Processing  Online Safety  Child Protection  Epilepsy Awareness  Online Safety  STEAM training | 1997  Nov 2023  March 2022  Feb 2023  Feb 2023  Oct 2024  March 2023  Feb 2023  March 2025 |
| Isabelle Turner  Practitioner | Early years work force diploma level 3  Effective Safeguarding Practice  Child Protection  Paediatric First Aid  Learning Through Play  STEAM training  Behaviour Management | July 2024  May 2023  Oct 2023  April 2024  Feb 2025  March 2025  May 2025 |
| Eve Broadway  Practitioner | Working towards Early years work force diploma level 3  Effective First Aid Management  Paediatric First Aid  Being a Key Person in Early Years Setting  Improving Children’s Learning Through Play  Child Protection  Prevent Duty  Behaviour Management | Ongoing  May 2023  Nov 2023  April 2023  May 23  Oct 23  Feb 24  May 2025 |
| Amy Stone    Practitioner | Amy is our new member of Staff who is officially starting with us in September |  |