

Sturry Pre-School

Registered Charity 1022403

**PROSPECTUS 2023/2024**





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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)

Our Manager leads a collaboration of 15 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.

## 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 15 hours of free education where no charge is payable for any services. 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 2024.

## 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).

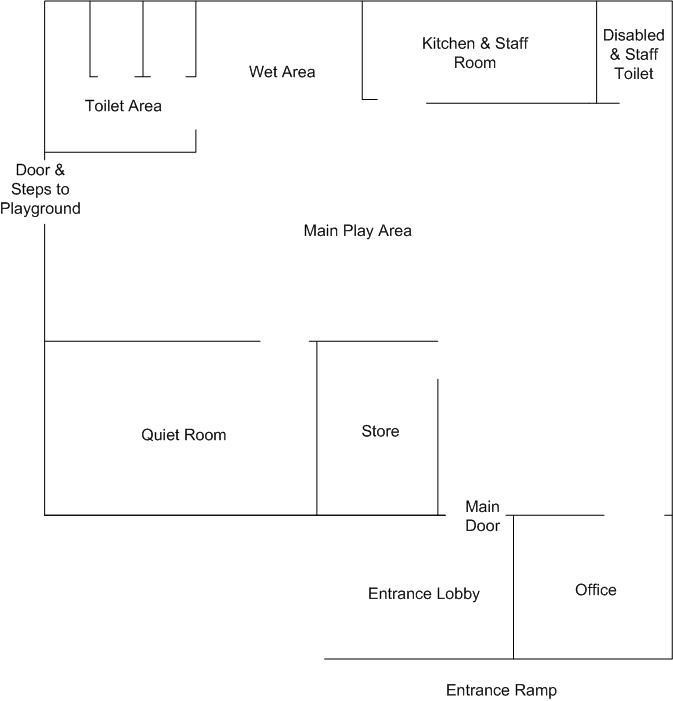
## Bank Details

**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 and add observations through the Parentzone facility that you may have access to through the software that we use, Iconnect. 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 quiet 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. Please feel free to stay with your child and speak to your key person if you have any concerns. 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 bag. 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) should be worn if possible and please NO JEWELLERY. 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:2014.Vol16). They will also need a named sun hat and to have sun cream applied before they **arrive from April until October.** 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 approximately every 6 weeks. You will be notified of the time and date on a poster displayed on the notice board.

**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, Sports Day and other activities. Please take the time to read our termly newsletters and 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 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 our Annual General Meeting held by our Management Committee.

**REGISTRATION FEES:** A £35 registration fee is required for all children at the time of admission. An invoice will be sent to you and this must be paid before your child starts with us.

**ANNUAL SUBSCRIPTION:** All Parents are required to pay a £50 subscription annually to cover the costs of consumables, 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 two instalments, July and January.

**KCC 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 which can be claimed any session where available. 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.

|  |  |
| --- | --- |
| Fees per session for all non-funded sessions and funded children exceeding their 15 hours entitlement | £18 per session |
| Exceeding Funded hours | £6 per hour |
| Uniform (non compulsory) | £8 Sweatshirts £5 T-shirts Peg Bags £5 |

KCC also fund younger children that meet the criteria for Freefor2 Funding see [http://www.kent.gov.uk/education-and-children/childcare-and-pre-school/free-childcare/free-childcare-for-2year-olds](http://www.kent.gov.uk/education-and-children/childcare-and-pre-school/free-childcare/free-childcare-for-2-year-olds)

**30 Hour Funding**: We do not offer the full 30 hours to anyone that is eligible, however if your child is at another setting the 30 hours can be split between us and their other setting, depending on whether or not we have availability.

**PUPIL PREMIUM:** This is extra funding available for certain children. This is applied for on-line and Tracey or Ang would be happy to help or claim it for you. To see if you are eligible for this go to [www.kent.gov.uk/pupilpremium](http://www.kent.gov.uk/pupilpremium) and complete the form.

**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.

**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, cash or cheque. 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 two folders 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 without contact, we will try to ring if there is no reply, we will visit the house to ensure that all is well.

##### The Parent/Carer Rota

Research has shown that children learn better when their parents are involved in the setting. Our rota system gives all parents/carers the opportunity to help in the group on a regular basis, usually once each half term. This helps to maintain the high ratio of adults to children, which guarantees individual care and attention for each child and keeps costs down. It also gives parents the chance to take an active part in the group, to observe the session and to talk about it afterwards with their child. In addition the rota system provides a valuable opportunity for all children to see their own parents/carers in a new role.

##### 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 ask your Key person for a form 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** **2020** 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 generated

##### Specific Areas

The Specific Areas are also divided into Aspects as follows;

##### Literacy

**Reading**

**Writing**

Children 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.

Art 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

Our 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.

A picture containing child, ground, little, child

Description automatically generated

# Term Dates

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

#### Holidays 2023/2024

**Term 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Start |  |  | Friday 1st September 2023 |
| Finish    **Term 2** |  |  | Friday 20th October 2023 |
| Start |  |  | Monday 30th October 2023 |
| Finish    **Term 3** |  |  | Friday 15th December 2023 |
| Start |  |  | Wednesday 3rd January 2024 |
| Finish    **Term 4** |  |  | Friday 9th February 2024 |
| Start |  |  | Monday 19th February 2024 |
| Finish  **Term 5** |  |  | Thursday 28st March 2024 (closed Wednesday 20th March  for staff training/Policies and Procedures update) |
| Start |  |  | Monday 15th April 2024 (Monday 6th May Bank Holiday) |
| Finish    **Term 6** |  |  | Friday 24th May 2024 |
| Start |  |  | Monday 10th June 2024 |
| Finish |  |  | Tuesday 23rd July 2024 |

**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

To ensure the effective running of the setting and that we are meeting the requirements of legislation, Policies and Procedures are set to benefit everyone. Below is a list of the Policies that are available for you to read, there are copies available in the foyer and in the setting. There are a few of the Policies also set out below.

**1. Safeguarding**

1.1 Arrivals and departures

1.2 Uncollected child

1.3 Missing child

1.4 Supervision on visits and outings

1.5 Complaints

1.6 Allegations

1.7 Lock down procedure

1.8 Online Safety and Acceptable Use Policy

1.9 Child protection

**2. Equal opportunities**

2.1 Valuing diversity and promoting equality

2.2 Supporting children with additional and special educational needs

2.3 Achieving Positive Behaviour

2.4 Involving and consulting children

2.5 Suspensions and exclusions

2.6 Bereavement and Loss

**3. Health and Safety**

3.1Fire safety and emergency evacuation

3.2 Food Hygiene and Healthy Eating

3.3 Equipment

3.4 General Health and Safety

3.5 Smoking alcohol and drugs

**4. Health and Hygiene**

4.1 Animals in the setting

4.2 Administering medicines

4.3 Managing Children with Allergies or who are Sick or Infectious

4.4 Hygiene

4.5 Nappy changing

4.6 First aid

**5. Partnership**

5.1 Parental involvement

5.2 Working in partnership with other agencies and settings

5.3 The Key Person Approach & Transition

**6. Employment**

6.1 Recruitment

6.2 Students and volunteers

6.3 Professional Conduct

**7. Administration**

7.1 Admissions

7.2 Children’s records

7.3 Record Management

7.4 Finance

7.5 Confidentiality

7.6 Care Play and Learning

7.7 General Data Protection Regulations

## 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 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 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 2021 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 2021
* The Equality Act 2006/2010
* Disability Discrimination Act (DDA) 1995, 2005
* Race Relations Act 1976
* Race Relations Amendment Act 2000
* Sex Discrimination Act 1976,1986
* Children Act 1989, 2004
* Special Educational Needs and Disability Act 2001
* Human Rights Act 1998

## 1.3 Missing children

**Policy statement**

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

**Procedures**

*Child going missing on the premises*

* As soon as it is noticed that a child is missing the key person/staff alerts the setting leader.
* The setting leader will carry out a thorough search of the building and garden.
* The register is checked to make sure no other child has also gone astray.
* Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
* If the child is not found, the parent is contacted and the missing child is reported to the police.
* The setting leader talks to the staff to find out when and where the child was last seen and records this.
* The setting leader contacts the chairperson and reports the incident. The chairperson, with the management committee, carries out an investigation and may come to the setting immediately.

*Child going missing on an outing*

This describes what to do when staff have taken a small group on an outing, leaving the setting leader and/or other staff back in the setting. If the setting Leader has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

* As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
* The setting leader or manager is contacted immediately and the incident is reported.
* The setting leader contacts the police and reports the child as missing.
* The setting leader contacts the parent, who make their way to the setting or outing venue as agreed with the setting leader. The setting is advised as the best place, as by the time the parent arrives, the child may have been returned to the setting.
* Staff take the remaining children back to the setting.
* In an indoor venue, the staff contact the venue’s security who will handle the search and contact the police if the child is not found.
* The setting leader contacts the chairperson and reports the incident. The chairperson, with the management committee, carries out an investigation and may come to the setting immediately.
* The manager, or designated staff member may be advised by the police to stay at the venue until they arrive.

*The investigation*

* Staff keep calm and do not let the other children become anxious or worried.
* The setting leader together with the chairperson or representative from the management committee speaks with the parent(s).
* The chairperson and management committee, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
* The key person/staff member writes an incident report detailing:
* The date and time of the report.
* What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
* When the child was last seen in the group/outing.
* What has taken place in the group or outing since the child went missing.
* The time it is estimated that the child went missing.
* A conclusion is drawn as to how the breach of security happened.
* If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. The Education Safeguarding Service may be involved if it seems likely that there is a child protection issue to address.
* The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
* In the event of disciplinary action needing to be taken, Ofsted is informed.
* The insurance provider is informed.

*Managing people*

* Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
* The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
* Staff may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
* The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the chairperson of the management committee or representative. No matter how understandable the parent’s anger may be, aggression or threats against staff are not tolerated, and the police should be called.
* The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children’s questions honestly but also reassure them.
* In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson or proprietor will use their discretion to decide what action to take.
* Staff must not discuss any missing child incident with the press without taking advice.

**Legal framework**

* Early Years Foundation Stage Framework (EYFS) 2021
* Keeping Children Safe in Education 2020
* General Data Protection Regulation 2018
* Working Together to Safeguard Children 2018
* Support levels guidance 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 2010
* Children Act 1989, 2004

## 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 Framework (2021) Statutory Guidance, 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**

**Immediately record your concerns**

* Follow the settings procedure by completing an incident/comment record;
  + Reassure the child
  + Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
  + Use child’s own words
  + Sign and date your records
  + Seek support for yourself if required from DSL

**Inform the Designated Safeguarding Lead** **or Refer if Appropriate**

**Designated Safeguarding Lead**

* Consider whether the child is at immediate risk of harm e.g. unsafe to go home
* Access the KSCMP Threshold document and procedures: [www.kscmp.org.uk](http://www.kscmp.org.uk)
* Refer to other agencies as appropriate e.g. LADO, Police, Early Help Notification Form or Request for Support Form
* If unsure then consult with Area Education Safeguarding Advisor

**If you are unhappy with the response**

**Staff:**

* Seek advice from the Education Safeguarding Service
* Follow Whistleblowing Procedures

**Children and Parents/Carers:**

* Follow setting complaints procedures

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

The DSL/Staff will re-refer if required to ensure the **child’s safety** is **paramount**

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

**Monitor**

Be clear about:

* What you are monitoring e.g. behaviour trends, appearance etc.
* How long you will monitor
* Where, how and to whom you will feedback and how you will record

**Review** and **Re-refer** (if necessary)

**Why are you concerned?**

* For example
  + Disclosure
  + Child’s appearance – may include unexplained marks as well as dress
  + Behaviour change
  + Witnessed concerning behaviour

**Procedures**

**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 **Tracey Johnson (DSL) and Angela Harvey (Deputy)**; their responsibility it is to ensure all legal requirements are met. 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 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 SafeguardingTeam. Advice may also be sought from the Early Help Co-ordination Team or Specialist Children’s Services (SCS) Duty Social Workers who offer opportunities for consultation as part of the Child in Need/Child Protection process. The DSL and Deputy’s responsibilities include;

* Liaising with other professionals in all agencies, including social services, police and health colleagues;
* 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 child in need and child protection plans

**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**

Everyone involved in the care of young children has a role to play in their protection. Every member of staff is in a unique position to observe any changes in a child’s behaviour or appearance. If any member of staff has any reason to suspect that a child in our care is being abused or is likely to be abused they have a ‘duty of care’ to take action on behalf of the child by following this policy.

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.

We are committed to ensuring that we meet our responsibilities in respect of child protection through the provision of support and training to staff. Therefore, we will ensure that:

* 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.
* All staff and volunteers will be expected to undertake an appropriate level of safeguarding training and they will receive supervision in child protection issues and they are provided with any relevant information and guidance.
* 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.
* All staff are aware of the main indicators of child abuse which will enable them to identify signs of possible abuse or neglect at the earliest opportunity and respond in a timely and appropriate way.
* 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.
* 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.
* 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 up hold 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.
* 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).
* 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).

**Recognising Child Abuse**

Child abuse manifests itself in a variety of different ways, some overt and others much less so. Staff have received child protection training and will be vigilant to signs and evidence of physical, sexual and emotional abuse or neglect. Staff need to remember that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.

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.

Remember;



* 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 (Tracey Johnson or Angela Harvey) 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 will call the numbers on the Admission Form to ascertain the reason for absence.

**Child Sexual Exploitation (CSE)**

All Sturry Pre-school staff have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017 <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

‘*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology*.’

Sturry Pre-school identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Every member of staff at Sturry Pre-school recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

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

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

Members of staff at Sturry Pre-school are aware that ‘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.

The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>). The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes “FGM The Facts”: <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf> and “FGM an Overview:” <http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>

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. 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.

**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.

**Legal framework**

* Early Years Foundation Stage Framework (EYFS) 2021
* Keeping Children Safe in Education 2022
* General Data Protection Regulation 2018
* Working Together to Safeguard Children 2018
* Support levels guidance 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 2010
* Children Act 1989, 2004

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)
* 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
* Out of Hours number (Emergency only) 03000 419 191

All available from the office.

## 4.2 Administering medicines

**Policy statement**

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for children’s GP’s to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child’s health if not given in the setting. We expect that the parent keeps the child at home for the first 48 hours when beginning a course of medication regardless of if the child has had it previously, to ensure no adverse effect as well as to give time for the medication to take effect.

These procedures are written in line with current guidance in ‘Managing Medicines in Schools and Early Years Settings; the manager is responsible for ensuring all staff understand and follow these procedures.

Where possible the key person or nominated person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms and Care Plan have been completed, that medicines are stored correctly and that records are kept according to procedures. We are advised that we should have the bottle abd any box that it comes in to ensure that we have all information about the medication.

Non-prescription medication (piriton, lip balm or cream) may be administered, but only with prior written consent of the parent and only when there is a health reason to do so, however if the child appears unwell, they will be sent home. All children requiring medicine will have their initials written on the whiteboard as a reminder. The medication form will be kept in the kitchen ready for completion at the time of administering the given dose. Children who have had medication prior to entering the setting will also have their initials written on the white board as a reminder for all staff in case of an emergency and their temperature will be taken to ensure that they are fully fit to return.

If a child has been prescribed medication we ask that parents do not delay administering it to their child to ensure their swift recovery. Children will only be given water to drink after taking their prescribed medication as advised by HSE.

**Procedures**

* Children taking prescribed medication must be well enough to attend the setting i.e. Eating normally and be able to participate in activities.
* If staff feel that a child is not well parents/carers will be contacted and ask to collect them as we are unable to provide for children who are unwell.
* Children must not attend pre-school for 48 hours after having new medication to ensure that they do not have a reaction to it.
* Only prescribed medication is administered. It must be in-date and prescribed for the current condition. We request that parents organise their medication doses so that only children attending for a full day will need to be given medication at pre-school.
* Children's prescribed medicines that are kept at the setting are stored in their original containers, are clearly labelled and are kept in the filing cabinet in a named bag, unless it needs to be refrigerated. Any daily medication is stored either in the fridge or in the labelled box on top of the fridge in a named bag (as per instructions for storage).
* Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
* full name of child and date of birth;
* name of medication and strength;
* who prescribed it;
* dosage to be given in the setting;
* how the medication should be stored and expiry date;
* any possible side effects that may be expected should be noted;
* It is not acceptable for parents to write “when needed” a time must be given as it is not the responsibility of staff to make this decision;
* and a signature and printed name of parent and **FULL** **date.**
* Each different medication requires a separate form.
* Children who have had Calpol or pain relief will not be permitted to attend the setting on that day and need 24 hours clearance to ensure they are well enough to participate in Pre-school activities. Staff will not administer pain relief unless there are exceptional long term medical needs and a doctors note to support this.
* The administration is recorded accurately each time it is given and is signed by staff member and a witness. This will be investigated if not completed correctly.
* Hands are washed before and after administering medication.
* If a child requires medication in the setting there should also be a form for medication given at home completed.
* Parents sign the Medicine/Asthma Record Form to acknowledge the administration of a medicine or Asthma Pump. The medication record book records:
* name of child;
* name and strength of medication;
* the date and time of dose;
* dose given and method; and is signed by key person where possible and another staff member acts as witness; and is verified by parent signature at the end of the day.

All medication forms are then filed in the Medicine Folder.

**Storage of medicines**

* All children’s medication is stored safely either in the top drawer of thefiling cabinet, in the fridge or in the labelled box above the fridge, staff medication is stored in the out of reach cupboard in the staff toilet or refrigerated in accordance with the manufacturer’s instructions. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic wallet/box.
* The child’s key person where possible (usually staff member sharing Accident Records also has medicine record forms) is responsible for ensuring medicine is handed back at the end of the day to the parent.
* For some conditions medication may be kept in the setting i.e. asthma pumps. Key persons and Health and safety officer check that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.
* The Health and Safety Officer, Stephanie Head, checks the date of all medicines during her routine First Aid checks.

*All medication is kept in the filing cabinet in the main play area, the fridge or the labelled box above the fridge. Staff are informed of this at their induction training and when new Care Plans are received.*

* If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional or a parent or carer.
* If rectal diazepam is given another member of staff must be present and co-signs the record book.
* No pre-school child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

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

A risk assessment is carried out and a Care Plan completed for each child with long term medical conditions that require ongoing medication. This is the responsibility of the manager, Health and Safety Officer. Other medical or social care personnel may need to be involved in the risk assessment.

* Parents will also contribute to a risk assessment for more serious conditions or the Care Plan will act as a risk assessment in less severe cases i.e. Asthma. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
* For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. If the administration of any medication is not covered in the Paediatric First Aid training it is expected that the parents will support staff in this. The training needs for staff is part of the risk assessment.
* The risk assessment (Care Plan) includes vigorous activities and any other nursery activity that may give cause for concern regarding an individual child’s health needs.
* The risk assessment includes arrangements for taking medicines on outings and the child’s GP’s advice is sought if necessary where there are concerns.
* A health care plan for the child is drawn up with the parent; outlining the key person’s role and what information must be shared with other staff who care for the child.
* The health care plan should include the measures to be taken in an emergency.
* The health care plan is reviewed 3 times per year during parent meetings or if circumstances arise that requires alterations. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
* Ongoing medication is given to the parents at the end of each term for cleaning as in the case of inhalers, checking expiry dates and renewing where needed. These must be returned to the setting on the child’s first day back.
* It is the parents responsibility to keep the setting fully informed of any changes to their child’s condition.
* All contributors sign the Health Care Plan and are given a copy if requested.

**Managing medicines on trips and outings**

* If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child’s needs and/or medication.
* Medication for a child is taken in a clear zipper bag labelled with the child’s name, name of the medication, Inside the box is a copy of the consent form and a medication form to record when it has been given, with the details as given above.
* On returning to the setting the medicine record is kept in the register and the parent signs it on collection of the child it is then filed in the medicine folder.
* If a child on medication has to be taken to hospital, the child’s medication is taken in a sealed plastic box clearly labelled with the child’s name, name of the medication and a copy of the consent form signed by the parent.
* As a precaution, children should not eat when travelling in vehicles
* This procedure is read alongside the outings procedure.

**Sun Protection**

The Manager and staff understand the dangers posed to children and themselves by over exposure to the sun.

In hot weather, parents/carers must apply sunscreen on their children prior to arriving at the setting. Children will also be encouraged to wear a hat and covered shoulders when playing outside in the sun.

We will keep a supply of children’s sunscreen and children attending all day will have Sun Screen reapplied after lunch. If it is necessary staff may re-apply sun screen to children who cannot do so for themselves, where prior permission has be given by the parent/carer on the Admissions Form (see Appendix Five). Parents of children with allergies may need to supply their own sun screen and a Carer Plan completed.

In hot weather, staff will encourage children to drink water frequently. Staff should also ensure that shady areas out of the sun are always available to children when playing outside. In extreme hot weather children will be encouraged to use paddling pools and given ice poles to aid temperature regulation.

**Legal framework**

* Medicines Act 1968
* The Human Medicines Regulations 2012
* Royal Pharmaceutical Society guidance for administering Medicine 2023

**Further guidance**

* Managing Medicines in Schools and Early Years Settings (DfES 2005)  
  <http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>
* 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 strongly encourage 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. Parents are also informed about the Toddler Group run by the setting.
* Before starting at the setting, we invite the child and his/her parents to visit the settingand during the Summer Term also 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. 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.
* 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.

## 5.1 Parental involvement

**Policy Statement**

We believe that children benefit most from early years education and care when parents and settings work together in partnership. Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development. The staff team is committed to working in partnership with parent/carers to provide high quality, safe and stimulating care, learning and play opportunities for children.

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

We continuously strive to ensure that all parents are represented and use the Enhancing Family Involvement in Children’s Learning (EFICL) to support us with this.

When we refer to ‘parents’ we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children but have contact with them and play a part in their lives. ‘Parents’ also includes same sex parents as well as foster parents.

‘Parental responsibility’ is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*

**Procedures**

* We have means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
* We make sure that everyone who enters the setting receives a friendly welcome.
* We provide a welcoming atmosphere where staff are approachable.
* We ensure that parents needs and wishes are considered when working with outside agencies. However, if the child’s welfare is at stake permission will not be sought and our Child Protection Policy will be enforced.
* We consult with all parents to find out what works best for them.
* We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families through informal chats and meetings.
* We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
* We encourage and support parents to play an active part in the governance and management of the setting through our management committee.
* We inform all parents on a regular basis about their children's progress.
* We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records and I Connect online Learning Journal.
* We ensure that parents regardless of financial circumstances have the same experiences and involvement with the setting.
* Parents are able to use Pre-school Bears, Bedtime Bags, Home Learning bags and Communication Friendly Spaces bags to exchange dialogue and information between home and the setting.
* We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting and join in helping in the setting.
* We inform parents about relevant conferences, workshops and training.
* We consult with parents about the times of meetings to avoid excluding anyone.
* We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
* We hold meetings in venues that are accessible and appropriate for all.
* We welcome the contributions of parents, in whatever form these may take, including;

*Joining our Committee*

*Commenting on I Connect*

*Reading Book Records*

*Completing Questionnaires*

*Staying and helping during the pre-school session*

*Adding comments, written or verbal to children’s Unique Folders*

*Completing Holiday Forms*

*Commenting on children’s reports, Targeted Plans etc.*

*Meeting with key persons*

*Making suggestions verbally and via our Comment Box*

*Completing comment slips in Home Learning Bags*

*Thank You cards*

*Achievement Diaries*

*Facebook Comments*

* We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
* We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

It is the parent’s responsibility to read the newsletters and notice boards regularly. Copies of newsletters will be provided to a child’s regular carer. Additional copies are available on request. The website and Facebook site will also be updated regularly.

When parents/carers take the Unique Folders home it is their responsibility to ensure that it is stored and kept in a safe way. Any data breach during this time is the responsibility of the parent/carer.

We expect parents and any adults attending the setting to treat each other, the staff and children with courtesy, and refrain from any verbal or physical actions including swearing and threatening behaviour. Any families not abiding by this policy will be suspended pending an inquiry. Should any parents/carers have any concerns please speak to the Manager or a member of the SMT.

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

* Admissions policy.
* Complaints procedure.
* Record of complaints.
* Developmental records of children.
* GDPR 2018

## 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

## 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

## 

## 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 **Tracey Johnson** 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 time line 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.
* 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. In order 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 it is clear that 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 Kirsty Archer.

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

###### 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 2023)

|  |  |  |
| --- | --- | --- |
| Tracey  Johnson  Manager          Senior Management Team    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  Prevent Duty  Sustained Shared Thinking  Unlocking Outstanding Potential  Understanding Autism Level 2  Health & Safety  Best Practice Guidance  GDPR  Infection Control  FGM | May 2022  Feb 23  March 2012  March 2012  Sept 2018  April 2016  March 2021  Oct 2020  March 2018  Feb 2017  Sept 2017  Jan 2018  Nov 2019  May 2020  April 2021 |
| Angela Harvey  Administrator/  Senior  Practitioner /  ICT Officer      Senior Management Team    Designated Deputy Safeguarding Lead | Safeguarding – Designated Person  Paediatric First Aid level 3  NVQ 4 CCLD  Health & Safety  Food Hygiene  Business Administration L3 Diploma  Online Safety for Designated person  Managing your Ofsted inspection  NVQ3 Leadership & Management  Understanding Autism Level 2  GDPR Online Training  Best Practice Guidance  Level 4 Childcare – Advanced Practitioner  Infection Control  The Prevent Duty  FGM | Feb 2023  May 2022  Aug 2020  Sept 2017  Feb 2019  May 2012  May 2017  March 2018  June 2017  Feb 2017  March 2018 Jan 2018  Jul 2016  May 2020  April 2021  April 2021 |
| Stephanie  Head  Senior Management Team  Senior Practitioner/Health & Safety Officer | Paediatric First Aid  Level 3 Diploma for the Children & Young People’s workforce  Food Allergy training  Maths Moderation  Understand Autism Level 2  Level 3 Health & Safety  Best Practice Guidance  Infection Prevention and Control  Child Protection  Infection Control | Dec 2020  June 2013    Feb 2019  May 2018  Feb 2017  Aug 2018  Jan 2018  March 2019 Nov 2018  May 2020 |
| Louise Scott  Practitioner /  Diversity Officer | NNEB – Nursery Nursing  Paediatric First Aid  Managing your Ofsted Inspection  Maths Moderation  Understanding Autism Level 2  Health & Safety  Best Practice Guidance  Child Protection  Best Practice Guidance  Infection Control | 1997  Dec 2020  March 2016  May 2018  Feb 2017  Sept 2017  Jan 2018  Nov 2018  Jan 2018  May 2020 |
| Isabelle Turner  Practitioner | Enrolled for Early Years Educator Level 3  Paediatric First Aid Booked | Oct 2023  Nov 2023 |
| Evie Broadway  Practitioner | Enrolled for Early Years Educator Level 3  Positive Behaviour  Safeguarding  Paediatric First Aid Booked | Oct 2023  Nov 2023 |
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