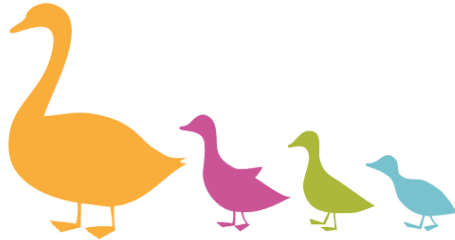


January 2020



LONG ITCHINGTON PRE SCHOOL  
& OUT OF SCHOOL CLUB

# POLICIES AND PROCEDURES

Max Taylor  
LONG ITCHINGTON PRESCHOOL AND OUT OF SCHOOL CLUB  
STOCKTON ROAD  
CV47 9QP  
01926 811400 / 07557



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Policies and Procedures in alphabetical order

(some policies may be specific to Preschool or Out of School Club where specified)



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## **Absence / Non attendance Policy**

This sets out the procedures to be followed in the event that a child is absent from a Session .

Procedure:

- If you are planning holidays during term time you must let us know in advance so we can record this in our register and diary.
- If your child is sick and cannot attend for some reason, you must call or message us before 9.15am, or before their session starts that day to let us know. Phone calls are then recorded in the diary.
- For Preschool, if we have not heard from you by 9.35am we will call you to establish why your child is absent and if we cannot make contact with the parent/ carer we will use the emergency contact details you have given us to try and establish why your child is absent.
- If we are concerned about the welfare of the child we reserve the right to contact Social services.
- Fees remain payable during periods of absence, unless alternative arrangements have been agreed.
- We must notify Warwickshire County Council where children in receipt of early years free entitlement are absent for more than 2 weeks in a term.



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## Achieving positive behaviour (Preschool and Early Years)

### General Welfare Requirement: Safeguarding and Promoting Children's Welfare

Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

#### 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.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

#### Procedures

All staff have responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

- Our staff:



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- keep 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 ; and
  - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example, by distraction, discussion or by withdrawing the child from the situation.
  - 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, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
  - We familiarise new staff and volunteers with this 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. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

*Strategies with children who engage in inconsiderate behaviour*

- We require all staff, volunteers and students to use positive 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. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- 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.
- We acknowledge considerate behaviour such as kindness and willingness to share.



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- 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 valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate 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.
- We never send children out of the room by themselves, nor do we use a 'naughty chair', although we do believe that at times children may need time out from a situation. They are asked to move away for some time to think.
- 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.
- 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 child's personal file. The child's parent is informed on the same day.
- 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.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

#### *Children under three years*

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate 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.



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- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - 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 as well as all staff, are building a strong relationship to provide security to the child.

### *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 inconsiderate 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.
- 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 through holding and cuddling. 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. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" 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 hit Adam, it hurt him and he didn't like that and it made him cry."
- 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 and Adam isn't crying any more. 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,





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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.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. 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 Code of Practice to support the child and family, making the appropriate referrals and gathering advice from other professionals where necessary.

### *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.



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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.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies 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 considerate behaviour and are given opportunities to practise and reflect on considerate 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.

Bullying of adults is also not tolerated at Pre-school - please see Staff Handbook.

**Other useful Pre-school Learning Alliance publications**



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- Reflecting on Behaviour (2010)
- The Social Child (2007)

This policy was adopted at a meeting of Long Itchington Pre-school.



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## Admissions Policy

### **Statement of intent**

It is our intention to make our Setting accessible to children and families from all sections of the local community.

### **Aim**

We aim to ensure that all sections of our community have access to the Setting through open, fair and clearly communicated procedures.

### **Method**

In order to achieve this aim, we operate the following admissions policy:

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our Setting is accessible - in written and spoken form - and, where requested, in different languages. Where necessary, we will try to provide information in Braille, or through signing or an interpreter.
- In the case where there is a waiting list to attend the Setting, we may take into account the following:
  - siblings already attending the Pre-school/Primary school
  - children who will be attending Long Itchington C of E Primary School
- Where possible in Preschool, we will take up to two 2 year old funded children as long as our provision best meets their needs.
- Children must normally be two years and nine months of age to start Pre-school. However we will consider applications for children from two years where there are special circumstances. Any such application will be appraised on an individual basis. Children aged 4(attending reception class) to 12 may attend our out of school club.
- We describe our Setting and its practices in terms which make it clear that it welcomes fathers and mothers, other relations and other carers, including childminders.
- We describe our Setting and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.
- We describe our Setting and its practices in terms of how it enables children with disabilities to take part in the life of the Pre-school and Out of School Club as long as we can meet the needs of the child.
- We make our Valuing diversity and promoting equality policy available on request.
- We consult with families about the opening times of the Setting to avoid excluding anyone.
- We are flexible where possible about attendance patterns to accommodate the needs of individual children and families, however government funded sessions in Preschool must be agreed and adhered to on a termly basis.

This policy was adopted at a meeting of Long Itchington Pre-school.



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## **Allergies, Illness and Infections**

### **Managing children with allergies, sickness or infectious**

(Including reporting notifiable diseases)

#### **General Welfare Requirement: Safeguarding and Promoting Children's Welfare**

The provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill.

#### **Policy statement**

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

#### **Procedures for children with allergies**

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the registration form.
- If a child has an allergy, it is displayed in the staff area and if required a risk assessment form is completed to detail the following:
  - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
  - The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
  - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).
  - Control measures - such as how the child can be prevented from contact with the allergen.
  - Review.
- This form is kept in the folder of risk assessments and in the child's personal file.
- Parents train staff in how to administer special medication in the event of an allergic reaction.
- Generally, no nuts or nut products are used within the setting.
- When necessary parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

*Insurance requirements for children with allergies and disabilities*



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

#### *Oral medication*

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

- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- Staff enter all details of oral medication to be administered by staff and Parent signs book, administration of medicine is witnessed by another staff member and Parent signs book again on collection of child to acknowledge details.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- We must have the parents or guardians prior written consent to administer any medication. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

#### *Life saving medication & invasive treatments*

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

- The setting will have:
  - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
  - written consent from the parent or guardian allowing staff to administer medication; and
  - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
- Copies of all three letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal (if you have another provider, please check their procedures with them). Confirmation will then be issued in writing confirming that the insurance has been extended.



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

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

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

#### Procedures for children who are sick or infectious

- If children appear unwell during the session - have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach - the manager calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed.
- Parents are asked to take their child to the doctor before returning them to the Setting; We can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After sickness or diarrhoea, parents are asked to keep children home for **48 hours**.
- The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from [www.hpa.org.uk/servlet/ContentServer?c=HPAweb\\_C&cid=1194947358374&pagename=HPAwebFile](http://www.hpa.org.uk/servlet/ContentServer?c=HPAweb_C&cid=1194947358374&pagename=HPAwebFile) and includes common childhood illnesses such as measles.



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*Reporting of 'notifiable diseases'*

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

*HIV/AIDS/Hepatitis procedure*

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

*Nits and head lice*

- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until treatment has begun.
- On identifying cases of head lice, all parents are informed and asked to check their child and all the family.

**Further guidance**

- Managing Medicines in Schools and Early Years Settings (DfES 2005)

**Other useful Pre-school Learning Alliance publications**

- Good Practice in Early Years Infection Control (2009)

**EYFS key themes and commitments**





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A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

This policy was adopted at a meeting of Long Itchington Pre-school and out of school club



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## Babysitting Policy

All babysitting work must be declared in the staff "Babysitting Diary" held by the Manager. We will not take any responsibility for any health and safety issues, conduct, grievances, or any other claims arising out of the staff member's private arrangements outside of preschool hours

This policy has been implemented to provide clarification to all parties.

- We will not be responsible for any private arrangements or agreements that are made.
- Out of hours work arrangements must not interfere with a staff members employment at the nursery
- Confidentiality of employment **must be adhered to at all times** and respected.
- Parents should be aware that other adults accompanying the babysitter may not have the relevant Criminal Records Bureau clearance, and it may not be appropriate for them to care for children.
- We will not be held responsible for any health & safety or other issues that may arise from these private arrangements.

We have a duty to safeguard all children whilst on our premises and in the care of our staff, **but this duty does not extend to private arrangements between staff and parents outside of nursery hours**

\*\*\*\*\*

I have read, understood and will adhere to the policy as above.

Children/s Name/s \_\_\_\_\_

Employee Name \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_

Parents Names: \_\_\_\_\_

Signatures: \_\_\_\_\_

Date \_\_\_\_\_



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## **Behaviour Management Policy (Out of School Club)**

Long Itchington Preschool and Out of School Club uses effective behaviour management strategies to promote the welfare and enjoyment of children attending the Club. Working in partnership with parents, we aim to manage behaviour using clear, consistent and positive strategies. Children are asked to read and abide by the 'Children's Code of Conduct'. The Club rules are clearly displayed at every session, and are discussed regularly.

Whilst at Out of School Club we expect children to:

- Use socially acceptable behaviour
- Comply with the Club rules, which are compiled by the children attending the club
- Respect one another, accepting differences of race, gender, ability, age and religion
- Develop their independence by maintaining self-discipline
- Read and sign the Children's code of conduct
- Listen to each other and Staff
- Choose and participate in a variety of activities
- Ask for help if needed
- Have good manners
- Enjoy their time at the Club.

Encouraging positive behaviour At Out of School Club positive behaviour is encouraged by:

- Staff acting as positive role models
- Praising appropriate behaviour
- Star of the week rewards
- Sticker rewards
- Informing parents about individual achievements
- Offering a variety of play opportunities to meet the needs of children attending the Club.

It is inevitable that as children develop and learn, there are times when they need support and guidance to understand that their behaviour is not acceptable. Staff at the Club will try to determine the cause or triggers of the inappropriate behaviour to prevent the situation from recurring.

Dealing with inappropriate behaviour

- Challenging behaviour will be addressed in a calm, firm and positive manner.
- In the first instance, the child will be temporarily removed from the activity.
- Staff will discuss why the behaviour displayed is deemed inappropriate.
- Staff will give the child an opportunity to explain their behaviour, to help prevent a recurrence.
- Staff will encourage and facilitate mediation between children to try to resolve conflicts through discussion and negotiation.

If the inappropriate behaviour appears to be as a result of boredom, staff will consult with the child to find activities that more fully engage them.

If the inappropriate behaviour continues, we will implement the following stages:

### **Stage one - Verbal warning**



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Staff will speak to child about behaviour and either log on a tracking record alongside an incident form which parents are requested to sign or verbally speak to parents (with child present), depending on severity of behaviour.

**Or**

In case of a serious incident such as when a child injures or endangers the safety of another child or adult - straight to stage 4

Stage two - Meet with Parents

If inappropriate behaviour still continues - parents will be requested to come in and speak to Manager and behaviour will be monitored on a Behaviour card and reviewed regularly.

Stage three - Meeting to Discuss whether other Services are to be considered.

No significant improvement in behaviour - parents will be requested to come back in and a representative from the child's Primary school invited to discuss whether support from other services needs to be considered - create a full behaviour action plan

Stage 4 - Meet with Parents to Discuss Suspension / Exclusion

If after consultation with parents and the implementation of behaviour management strategies, a child continues to display inappropriate behaviour, the Club may decide to suspend or exclude the child in accordance with our **Suspensions and Exclusions policy**. The reasons and processes involved will be clearly explained to the child.

We will not threaten any punishment that could adversely affect a child's well-being (eg withdrawal of food or drink).

Physical intervention Physical intervention will only be used as a last resort, when staff believe that action is necessary to prevent injury to the child or others, or to prevent significant damage to equipment or property. If a member of staff has to physically restrain a child, the manager will be notified and an Incident record will be completed. The incident will be discussed with the parent or carer as soon as possible.

If staff are not confident about their ability to contain a situation, they should call the manager or, in extreme cases, the police.

All serious incidents will be recorded on an Incident record and kept in the child's file. This may be used to build a pattern of behaviour, which may indicate an underlying cause. If a pattern of incidents indicates possible abuse, we will implement child protection procedures in accordance with our Safeguarding policy.

Corporal punishment Corporal punishment or the threat of corporal punishment will **never** be used at the Club. We will take all reasonable steps to ensure that no child who attends our Club receives corporal punishment from any person who cares for or is in regular contact with the child, or from any other person on our premises.



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## Children and Young Peoples Code of Conduct (Out of School Club)

This Code of Conduct aims to make sure everyone who participates in Long Itchington Preschool and Out of School club knows what is expected of them and feels safe, respected and valued.

Long Itchington Preschool and Out of School Club must make sure that everyone who attends the setting has understood and agreed to follow the code of behaviour, and that they understand the consequences of inappropriate behaviour.

We expect people who come to our setting to display appropriate behaviour at all times. This includes behaviour that takes place outside our organisation and behaviour that takes place online

### Children and young people are expected to:

- cooperate with each other
- be friendly
- listen to each other
- be helpful
- have good manners
- be honest and make good choices
- follow instructions to stay safe
- respect each other's differences
- treat each other, staff and volunteers with respect
- report anything that worries or concerns them to a member of staff.
- 

### Examples of Behaviour we do not want to see and will be in breach of our code of conduct:

- pick on or make fun of each other
- bully each other
- stare at others in a way that makes them feel uncomfortable
- yelling or shouting at others
- damaging furniture or equipment
- use equipment to be abusive or to cyberbully - for example, by using mobile phones to send nasty messages, taking and sharing photos without permission, sending nasty emails, or "trolling" (leaving unkind comments on a webpage or social network profile).

### Breach of this code of conduct

If you behave in a way that doesn't follow our behaviour code, our staff or volunteers will remind you about it and ask you to comply with it. They will give you an opportunity to change your behaviour.

This gives you the chance to think and to plan how you could behave differently, with support from staff and/or volunteers.

### Stage one - Verbal warning

Staff will speak to you about your behaviour first of all - then if you continue to behave inappropriately, they will log on a behaviour tracking sheet and speak to you and your parents.

Or



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If your Behaviour is extremely rude or you injure /endanger the safety of another child or adult as a result of your behaviour we go straight to- to stage 4

Stage two - Meeting with Your Parents

If your behaviour does not improve - We will ask your parents to come in and speak to Claire - your behaviour will be monitored and parents reported back too

Stage three - Meeting with Parents and School

No significant improvement to your behaviour - Your parents will be requested to come back in alongside a teacher from your Primary school to discuss whether support from other services needs to be considered . We will also create a behaviour action plan

Stage 4 - Suspension or Exclusion

Not significant improvement made in your behaviour / or serious incident - Meeting with parents to discuss whether suspension or exclusion from the Out of School Club may be required.

Safeguarding

If any member of staff or volunteer becomes concerned that your behaviour suggests you may be in need of protection or that you may present a risk of harm to other children and young people, they will follow our child protection procedures. This may involve making a referral to to the local authority.

If child protection procedures are necessary, we will talk this through with you and your parents as soon as possible, unless doing so would put you in danger or or interfere with a police investigation.

I have read and understand the Code of Conduct as above and will try to make good choices about the way I behave at Out of School Club.

Name \_\_\_\_\_

Date \_\_\_\_\_

Signed \_\_\_\_\_

Parents Name \_\_\_\_\_

Date \_\_\_\_\_

Signature \_\_\_\_\_



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## Complaints Procedure

### Statement of intent

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 and will give prompt and serious attention to any concerns about the running of our 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.

### Aim

We aim to bring all concerns about the running of our Setting to a satisfactory conclusion for all of the parties involved as soon as possible. To achieve this, we operate the following complaints procedure.

### How to complain

#### Stage 1

· Any parent who is uneasy about an aspect of our provision talks over, first of all, his/her worries and anxieties with a Manager. The concern is noted on a Concerns and Incident form and the Manager will respond within one week, following up again to check that all has been resolved.

#### Stage 2

· If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to stage 2 of the procedure by putting the concerns or complaint in writing to a Manager and the board of trustees.

· Most complaints should be able to be resolved informally at stage 1 or stage 2 within three sessions of attendance.

#### Stage 3

· A meeting is held between the parent, a Manager and a trustee. Both the parent and the manager should have a friend or partner present if required. An agreed written record of the discussion is made. 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. This should happen within two weeks.

#### Stage 4

· If at the stage 3 meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer



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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.

· Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.

At any stage, a complaint can be made directly to Ofsted on: Tel: 0300123 4666.

This policy was adopted at a meeting of Long Itchington Pre-school and out of school club





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## **DISCLOSURE AND BARRING SERVICE (DBS) POLICY - Staff**

Long Itchington Pre-school and Out of School Club has a responsibility to ensure that all staff are DBS checked prior to employment in order to safeguard the welfare and best interests of its pupils.

New staff:

Prior to employment, a DBS check will be carried out for all staff following one of the following processes:

1) A new check will be instigated and paid for by Long Itchington Pre-school and Out of School Club and completed by the new member of staff. On receipt, their DBS certificate must be shown to the Manager or Administrator and the certificate number logged onto the setting's Single Central Record. The member of staff will then also be asked to register with the update service and to continue to subscribe to this annually. Each member of staff has a responsibility to ensure that the annual subscription is paid, although we will reimburse the cost of this.

If a member of staff should leave within a year of the initial DBS check, then the cost of the initial check (£67.40 June 2017) will be repayable as follows:

Leave within 3 months of employment Repay £50.00
Leave within 6 months of employment Repay £40.00
Leave within 9 months of employment Repay £30.00
Leave within 12 months of employment Repay £20.00

2) A status check is made by Long Itchington Pre-school and Out of School Club with update service for those who already possess a portable DBS certificate.

Current staff:

Current staff who were originally checked through the Criminal Record Bureau (CRB) system will be asked to transfer onto the DBS system, as outlined in point 1 above for new staff, 3 years after their last CRB check. Should they leave employment within a year, the repayment costs above will apply. Current staff who have been DBS checked will be asked to redo their DBS check and register with the update service 12 months from their last check.

Ongoing checks:

Long Itchington Pre-school and Out of School Club will seek written permission on an annual basis from all staff to carry out status checks as they deem appropriate using the update service. At least one check per year will be conducted.

This policy was adopted at a meeting of Long Itchington Pre-school and Out of School Club.



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## **Early Years Pupil Premium (EYPP) Policy**

In April 2015 the Early Years Pupil Premium became available to some children who are already in receipt of 3 and 4 year-old funding. It is an additional supplement and will be used to enhance the opportunities and experiences for these children.

Each eligible child will be allocated 53p per hour up to a maximum of £302 a year taking up the full 570 hours funded entitlement.

Parents are advised of EYPP at our induction meetings and if eligible, encouraged to apply through the government funding form.

### **Eligibility**

3 and 4 year-olds will attract EYPP funding if they meet at least 1 of the following criteria:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit

Children are also eligible for funding if:

- they have been in Local Authority care for 1 day or more
- they have been in care and then adopted
- they have left care under a special guardianship or residence order

For these children, key persons, parents and any other professionals working with the children will be involved in discussions about how best to spend the funding.

Every child at Long Itchington Preschool will have a key person who understands his/her individual needs. The key worker will observe your child continuously and assess him/her regularly, identifying their next steps for learning and development and areas which may need extra support and guidance.

### **How we will use the EYPP at Long Itchington Preschool**

We can use the extra funding in any way we choose to improve the quality of the early year's education we provide for your child. At Long Itchington Preschool, we aim to offer the best possible outcomes for every child and the additional funding will help to ensure that children in receipt of EYPP make accelerated progress; it will help to narrow the gap between the outcomes for EYPP children and the rest of the children within the setting.



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We recognise that every child that is entitled to EYPP is an individual and they will all have different needs. To ensure that we spend the EYPP so that it makes a difference to each child that is entitled to it, action plans will be implemented and reviewed regularly and the impact carefully measured. We will focus on the one thing that would make a difference to that child at that point in time.

Key person's knowledge, observations, assessments, discussions with parents and performance data gives additional information about a child's developmental and learning needs. Practitioners identify barriers to learning and identify areas of need. The staff team meet regularly to discuss the needs of children and identify specific areas in which individuals and small groups of children require support. Activities and experiences for individual children, or groups of children will be planned, along with small group work where appropriate. Lead staff will be identified and any resources purchased.

**EYPP funding can be used for:**

Specific Resources

Additional Sessions

Additional training for staff

Investing in parent workshops

Investing in partnership working with our colleagues in areas to further our expertise.

The nature of the additional support that EYPP children receive will depend upon their need. Progress will be closely monitored and documented. Performance data will be analysed closely to indicate progress against targets set.

**Working with parents**

We hold Parents' meetings at which targets for learning will be discussed and the extra provision provided by EYPP money will be shared. During this time practitioners will support parents as to how they may help their child further at home. Progress towards targets and achievements will be shared regularly through discussions with Key persons or via Tapestry.

**Monitoring Outcomes**

An analysis of the performance of children in receipt of EYPP funding will be carried out by Managers and key persons throughout the year to ensure that individuals and groups of children are making expected progress. Managers alongside key persons will identify any children that may be at risk of underachieving and identify any areas within the Early Years Foundation Stage (EYFS) that may need to be focused upon.



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## **Emergency Evacuation Procedure/Fire Drill**

**FIRE BELL RINGS**

**STAFF MEMBER ESCORTS CHILDREN THROUGH MAIN DOOR TO OUTDOOR AREA, THEN ONTO THE  
FIELD AT BACK OF SCHOOL**

**LEAD MEMBER OF STAFF MEMBER COLLECTS REGISTER AND PHONE**

**STAFF MEMBER CHECKS TOILETS**

**EVERYONE ASSEMBLES ON THE FIELD AND REGISTER IS CALLED**

Fire drills are carried out regularly and details documented.



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## Expenses Policy - Staff and Trustees

It is the policy of Long Itchington Preschool and Out of school Club that employees and Trustees are reimbursed any reasonable expenses incurred whilst working on behalf of the Setting.

Employees and Committee members are expected to minimize costs as appropriate. Claims should be made within one month of the expense being incurred and Original Receipts / Proof of purchase must be produced with the completed Expenses form - Signed by a Manager and/or a Trustee.

We will, at our discretion, arrange for a company debit card to be provided to the Managers for which it is considered that such a facility is essential. Where a card is provided it is to be used only for business purposes. The debit card shall be used for purchases that are limited to £200. Receipts or Purchase details should be kept and submitted to treasurer.

Petty cash is to be used only for small items of actual expenditure. The maximum amount which may be claimed in respect of any item through the petty cash system is £15.00. Any item claimed on petty cash must have a receipt / full details of purchase submitted.

### Travel

Employees and Trustees are able to claim Travel expenses when they are asked or expected to attend training, meetings or journeys away from the permanent workplace. (Long Itchington Preschool and Out of School Club, Stockton Road, Long Itchington CV47 9QP) Travel expenses should be claimed from the setting address where possible within usual working hours or from claimants home address if outside normal working hours.

Employees and Trustees should ensure that the most economical class of travel is used. Only the cost of the cheapest available ticket will be reimbursed, any amount over this will be at the individuals expense. In general (for trains) this will be a second class period return although employees are expected to investigate the possibility that day return tickets or 'savers' may be available at lower cost.

Employees and Trustees who wish to use their own private cars for business purposes will be reimbursed at a rate of 45p per mile, or 50p per mile for car sharing. (this applies for the first 10,000 miles - 25p per mile thereafter) Motorcycles will be reimbursed 24p per mile and push bikes are 20p per mile. The cost of parking and toll bridges (where necessary) will be reimbursed and Taxis may be used when it is deemed essential.

Employees, or trustees who use a private car or motorcycle for business journeys must ensure that a copy of their driving licence and a copy of their insurance certificate (showing that business use is allowed) are given to their line manager or the Chairperson to be placed on their file. It is the individuals responsibility to ensure that they have adequate insurance to allow them to drive their vehicle for business purposes and also that the vehicle is taxed and has a valid MOT certificate if applicable

### Eye Sight Tests for DSE Users

All employees who regularly use display screen equipment (DSE) as part of their normal work have the right to ask for **eyesight tests to be paid for**. This must be carried out by an optometrist or doctor. DSE users also have the right to regular tests thereafter. Employees should ask their line manager or the Chairperson if they are classed as a DSE User. The cost of the eyesight test (up to £35) should be paid for initially by the employee, who should obtain a valid receipt which should then be submitted with an Expenses Claim Form. The employee will then receive reimbursement. If an employee's eye sight test shows that the **employee needs glasses specifically for DSE use only**, the employee should inform their line manager or the Chairperson who will then agree to expenditure for basic **glasses** (frames and lenses) specifically needed for DSE work where



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the employee can't use normal glasses. The cost of the glasses (up to £55 for frames and up to £30 for lenses) should be paid for initially by the employee, who should obtain a valid receipt which should then be submitted with an Expenses Claim Form. The employee will then receive reimbursement.

References to other relevant policies: Safeguarding Children & Child Protection, Staff code of Conduct, Confidentiality & GDPR, , Valuing Diversity & Promoting Equality , Achieving Positive Behaviour, The Role of the Key Person, Children's Records Policy Monitoring and Evaluation Information



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## Fee Collection and Debt Management Procedure

- Invoices raised in the first week of every term for the whole term, advising monies to be paid. Fees to be paid termly or monthly. Monthly payments are calculated as three equal payments.
- A statement will be issued in the first week of every month if required, advising of outstanding fees.
- Electronic payments are the preferred option and are to be encouraged. Cash payments are accepted by exception. Childcare vouchers are welcomed.
- Payments are to be received within 14 days of the invoice or statement issue.
- Where required, an agreed payment plan can be arranged through consultation with the Setting Manager. For example, a weekly payment (calculated by creating equal weekly payments).
- Invoices are chased on a regular basis by fee reminder letter being raised after 14 days of invoice date and the Manager ensures all accounts are up to date by the end of first half term and again at the end of the term.
- Bank charges incurred by returned cheques will need to be reimbursed.
- Debtors are spoken to by the Manager / Trustees after receipt of reminder letter.
- If no monies received, Manager will speak to parent on arrival of next session.
- If monies are still not received, the Trustees are informed who will raise a letter giving an ultimatum stating balance of arrears to be paid within seven days and future payments to be made weekly, a repayment plan would be accepted.
- If no monies received it would '**at a last resort**' result in the child being excluded from the Setting until the arrears were paid in full.
- Cash payments to be receipted and recorded on Xero. Receipt copies to be retained.
- Monies banked as soon as practically possible.
- Fees will always be at least the same as Nursery Education Funding.
- Fee rates will be re-evaluated each year. The Trustees will endeavour to maintain the Settings fees at a level that will be accessible to the whole Community, but will have to take into consideration the impact of overheads, operating levels, cost of living increases, and inflation. Parents and carers will be given a minimum of half a terms notice of any increase in fees.
- Once a child has been guaranteed a place, or has started at our Setting, the parent or carer must give a **minimum of four weeks notice in writing** if they wish to withdraw their child from the setting, or reduce



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the amount of days their child attends. Except in exceptional circumstances, if they do not give notice in writing then they will still be liable for the fees for their child even if they do not attend Pre-school during this four week period.

- Where a holiday is taken during term time and for child illness causing absence, payment for normal session requirements will be expected. If sickness causes hospitalisation and a significant absence that lasts in excess of two weeks, A Manager should be notified enabling a discussion about potential payment reductions.
- A termly internal audit of invoices and receipts will be conducted between the Setting Manager and Treasurer.

This policy was adopted at a meeting of Long Itchington Pre-school.





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## Food and Drink Policy

Long Itchington Preschool and Out of School Club regards snack and meal times as an important part of the session/day. Eating represents a social time for children and adults and helps the children learn about healthy eating.

### Aim

To promote/encourage healthy eating and to include information about foods from other cultures, with any foods provided meeting specific dietary needs. Additionally, we aim to maintain strong links with Long Itchington Primary School and follow their example when promoting healthy eating. We aim to meet the full requirements of Ofsted's Care Standards on Food and Drink (Standard 8).

- Before a child starts at our setting, we find out from parents their children's dietary needs, including any allergies.
- We record any allergies to foods on his/her registration record and parents sign this record to signify this is correct. See Allergies and Illness policy.
- We display current information about individual children's allergies so that all staff and volunteers are fully informed about them.
- During certain themes and celebrations, we provide foods from other cultures making sure they meet the dietary needs of individual children.
- Through discussion with parents, we obtain any information about the dietary rules of the religious groups to which the children and their parents belong. We take this information into account when providing food for special occasions such as Pancake Day and Chinese New Year.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make the child feel singled out because of his/her diet or allergy.
- We remind parents that at our setting, along with the Primary School, we would like to encourage healthy eating so ask parents to provide a healthy lunchbox whenever possible.
- We organise snack and meal times so that they can be social occasions in which children and staff can participate. Children wash hands before eating.
- Parents are welcome to donate fruit that can be shared during our snack time. Fruit is washed on site before being prepared.
- We use snack and meal times to help children develop independence through making choices e.g. choosing between drinks, where they want to sit and serving themselves.
- We have a constant supply of drinking water for the children. We inform the children about how to obtain this water at any time of the day.
- We inform parents about suitable containers for their meals and storage facilities on the premises.
- We have rules about children sharing and swapping their food with one another in order to protect children with food allergies.
- Preschool children also have the option of semi skimmed milk in accordance with the Cool Milk Scheme.



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## **Fundamental British Values Policy**

The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are embedded within the Early Years Foundation Stage and school curriculum.

As part of the government's plan, settings are to protect children from religious radicals in a way that is age appropriate.

Long Itchington pre-school and out of school club will:

- Enable the children to develop their self-knowledge, self-esteem and self-confidence
- Enable the children to distinguish from right and wrong
- Encourage the children to accept responsibility for their behaviour
- Enable the children to gain knowledge of respect for public institutions and service in the UK
- Enable the children to gain an appreciation of, and respect for, their own and other cultures
- Enable the children to respect others.

### **Democracy - making decisions together**

Everyone has a voice and is listened to. As a setting we will encourage the children to see their role as part of a bigger picture and to know that their views count, to respect each other's views and values, and to talk about their feelings. We will encourage children to share their views and feelings on a daily basis; asking them to take part in choosing the activities, songs or stories that we will use. We will empower the children with their decision making.

We will provide activities that involve taking turns, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where their questions are valued.

### **Rule of Law - understanding rules**

It's important to teach children to tell right from wrong and understand their own behaviour and that of others, and the consequences of their behaviour. This is established by having golden rules that all the children understand and follow and through themes such as 'People who help us' we will learn about the role of the police within our society.

### **Individual Liberty - freedom for all**

We will encourage children to have a positive sense of themselves by providing opportunities for them to develop their self-knowledge and self-esteem, and increase their confidence in their own abilities. We will do this by allowing the children to take risks and talk about their experiences. We will allow children to explore the language of feelings and responsibility through different activities such as group discussions.

### **Mutual Respect and Tolerance - treat others as you want to be treated**



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Long Itchington Pre-school and out of school club will create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued in all respects. The setting will engage the children in the wider community by extending their knowledge and understanding so that they respect their own and others' faiths and cultures. As a setting, we will embrace festivals and celebrate world days, teaching the children about the world in which we live and allowing them to learn and understand that they are a part of a much wider world.

Children will be taught how to respect each other by caring, sharing and listening to others. Staff will help children by modelling this behaviour and talking about how their actions and words can affect others. Staff will promote diverse attitudes and challenge racial, cultural and gender stereotyping.

Long Itchington Pre-school and out of school club has the duty to ensure that these fundamental values are maintained to demonstrate an awareness and understanding of the risk of radicalisation within their institution. It is our duty to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. We have a duty as part of the education sector, along with other authorities such as the police, to have regard for the need to prevent people becoming drawn into terrorism.



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## Health and Safety

### **Statement of Intent**

To provide a safe and secure environment for all children and staff with adequate control of health and safety issues arising from activities carried out at Long Itchington Pre School and Out of School Club.

### **Aim**

To provide information, instruction, supervision and training for all employees and ensure competency; to maintain safe and healthy working conditions; to prevent accidents and cases of ill health; to ensure safe and correct use of substances (Including cleaning materials).

### **Specific Objectives/Statements and Procedures:**

#### **Health**

- Regular checks and risk assessments will be carried out on the building, resources and equipment by the designated Health and Safety Officer.
- All actions will be progressed by the Health and Safety Officer and reports on Health and Safety Inspections will be given to the Trustees, verbally and in writing.
- Food storage, preparation, serving, allergies procedures will be carried out as per Food and Drink Policy all staff are encouraged to obtain a first aid certificate on joining the setting and the Manager will ensure these are kept up to date.
- The Manager and Deputy and appointed others will obtain an FirstAid certificate in accordance with Ofsted recommendations.
- Accident and Incident books are completed by witnesses and parents/carers are asked to sign at the end of session to acknowledge. In the case of a serious accident procedures will be followed as per our **Allergies and Illness Policy**.
- The Trustees, Manager and staff will be aware that Information on documentation and reporting of injuries, diseases and dangerous occurrence regulations (RIDDOR) is held in the Health and Safety file.
- Medication is stored and administered through procedures stated in the **Administration of Medicines policy**
- A stocked First Aid box is available as per our **Allergies, Illness and infections Policy** – this is checked on a regular basis.
- Should a child become ill during the session the staff will follow procedures as outlined in the **Allergies, illness and infections policy**
- **The Sun Protection policy** will be implemented where appropriate.
- At induction and at regular meetings, staff are reminded of the important of high standards of cleanliness and hygiene.
- Staff provides positive role models in hygiene practices
- Children are educated as part of the session routines regarding regular hand washing after messy play, toilet, before eating.
- Staff and children to use separate toilet facilities.
- Supervised use by children of the Long Itchington Primary School toilets will only be used in an emergency.
- Staff to check and clean kitchen surfaces regularly throughout the session



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- Toilet and nappy changing area (If applicable) are cleaned regularly and noted on the wall check list
- Gloves are provided and must be worn at all times when toileting and changing children
- Cleaning substances are stored in the appropriate cupboard in the kitchen away from children - Control of substances hazardous to health (COSHH).
- Further information is provided in the Health and Safety file
- Legislation (Health and Safety at Work) poster is completed and displayed on the setting notice boards
- Cleaning substances are never to be left within a child's reach

## Safety

- Regular checks and risk assessments will be carried out on the environment (both inside and outside) by the designated Health and Safety Officer and reported back to the Manager and Trustee both verbally and in written form.
- Consideration is given by staff to the layout of rooms to ensure the safety and enjoyment of all the children.
- Special arrangements and equipment will be provided for children with SEN.
- Parents/carers and especially children are shown areas which the setting use
- Children are regularly reminded about safe handling of equipment, safety procedures and responsible play
- Road safety issues are discussed as per our **Outings policy**
- Staff are expected to undertake daily visual checks and remove broken or damaged toys and equipment from the session immediately and report to the Manager.
- Security is of paramount importance and all exits and gates from the building are locked during session times, than arrival and departure times when a staff member will be in the attendance ensuring the safe arrival and departure of children with their parent/carer or their nominated person.
- Only staff members will open the door to admit/let out adults and children.
- Passwords should be used if the child is collected by a nominated person other than the child's parent/carer, if that person is unknown to the setting. Children will not be released if a password is not given. Contact will be made with the child's parent/carer to get permission to release the child into the care of the collecting adult.
- One staff member will ensure that the door/gate to the playing area is locked before children begin using the front outdoor play area and will monitor children entering and leaving the building.
- Our **Outdoor play policy** will be adhered to all times.
- The main exit from the foundation stage outdoor play area will be checked before children have access.
- Adequate adult: child ratios will be adhered to at all times.
- Children will never be left alone and will always be insight of an adult
- There will be at least two adults in the setting at all times.
- In the event of insufficient adults being on the premises, parents/carers will be asked if they can stay until extra staff is sought.
- Whilst help is being sought, parents/carers will be asked to remain with their child. If additional help is not forthcoming and help cannot be found via the trustees the session will be closed and parents/carers will be asked to take their child home.
- Adult safety - staff will be trained in assessing risks, moving and handling and team support will be given to each member on a daily basis.



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- Procedures for serious accidents will be carried out as per our **Major Accident Procedure Policy**.
- Attendance Sheets - parents/carers or their nominated person are asked to sign children in and out of the session. Adults remaining on the premises are also asked to sign in and out
- Up to date and accurate attendance registers are kept
- All staff are aware that a visitor's book is kept and all visitors are required to sign in and out
- The kitchen area is 'out of bounds' to children
- Hot drinks etc must not be left unattended at any time
- On outings procedures are followed as per our **Outings Policy**.
- Fire Drills will be carried out and logged each half term as per our **Fire Procedures Policy**
- There is a no-smoking policy on pre-school premises (as per our **Smoke free policy**)
- The Trustees will ensure that the setting has adequate insurance cover provided by PLA Insurance.

### Health and Safety Officer's

Claire Hopkins  
Maxine Taylor

Long Itchington Preschool and Out of School Clubs Managers are the Health and Safety Officers who have a specific role and responsibilities as outlined in the Health and Safety File. Training will be arranged as and when needed.

### References to other relevant policies:

Allergies and Illness  
Food and Drink  
Induction Staff  
Training  
Non collection of Child  
Parental Involvement  
Outings  
Safeguarding

### Policy Monitoring and Evaluation Information:

This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the designated Health and Safety Officers in conjunction with the staff team unless new legislation or an incident occurs which requires an immediate review of the policy.

## Key person's role and settling-in ( Preschool and Early Years )

### Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. 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.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child  3.3 The learning environment	4.4 Personal, social and emotional development

### Procedures

- We allocate a key person before the child starts.



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- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, 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.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

### *Settling-in*

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he 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.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.





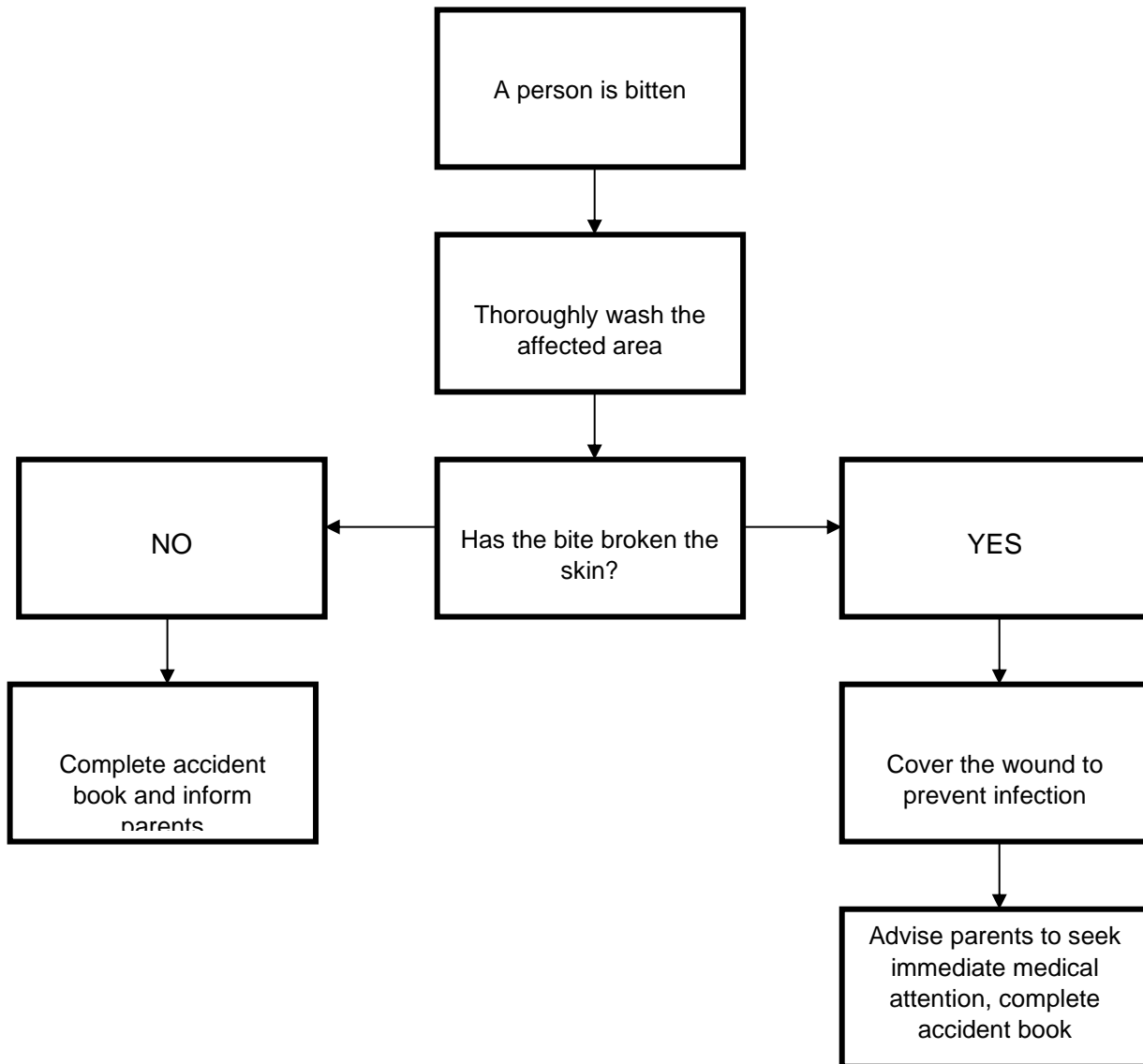
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- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled 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 recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. When necessary we encourage parents to stay as needed, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting we discuss and work with the child's parents to start to create their child's record of achievement.

This policy was adopted at a meeting of Long Itchington Pre-school.



**Procedure in the event of a person being bitten**



This policy was adopted at a meeting of Long Itchington Pre-school and Out of School Club.



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## Lost Child Policy

### Statement of intent

In the unlikely event that a child is lost during a session, Long Itchington Pre-school and Out of School Club puts into practice the agreed procedure.

### Aim

We aim to ensure that every child remains safely in our care.

### Method

In the event of a child going missing from the setting the Manager/deputy will ensure that all staff are aware of the situation and will then organise an immediate search of the room, toilets and the adjacent outside area whilst also ensuring that the needs of the remaining children are met.

If the child cannot be located the Manager/Deputy will call the police who in turn will advise about informing the parents/guardians of the child and the next steps. If the Manager is not on the premises she will be informed of the situation. If there are insufficient adults to supervise properly the remaining children, while further searches are made, the Manager/deputy will contact at least two Trustees or Long Itchington Primary school staff who have stipulated that they may be available at short notice to request that they come immediately to setting and remain with the children together with at least two members of staff.

The Manager/deputy will inform the Primary School and seek their co-operation in conducting a search of the entire premises including the Community Centre and the car parking area and remaining grounds.

If a child is lost on an outing from setting the Manager/deputy will call the police immediately who in turn will advise about informing the parents/guardians and also contact someone of authority at the venue being visited, if appropriate. Please see outings policy.

The Manager/deputy will complete a written account of the events. The Manager will also record the incident in the accident book and inform Ofsted (03001231231) and the board of Trustees, of the events.

### Security

- All exits from the premises are locked or guarded by a staff member to minimise the risk of a child leaving the group unattended/unobserved and to prevent any unauthorised person gaining access.
- An accurate and up-to-date register is maintained of both adults and children, including visitors, showing arrival and departure times. Any trips out during the session are recorded here also.
- An additional separate record is maintained where visitors are signed in and out when entering and leaving the setting.
- Manager / Key workers of new children take care to ensure that children and their parents know where they may and may not go. Key workers will also seek advice from parents new to the group so that they are forewarned about particularly adventurous children.



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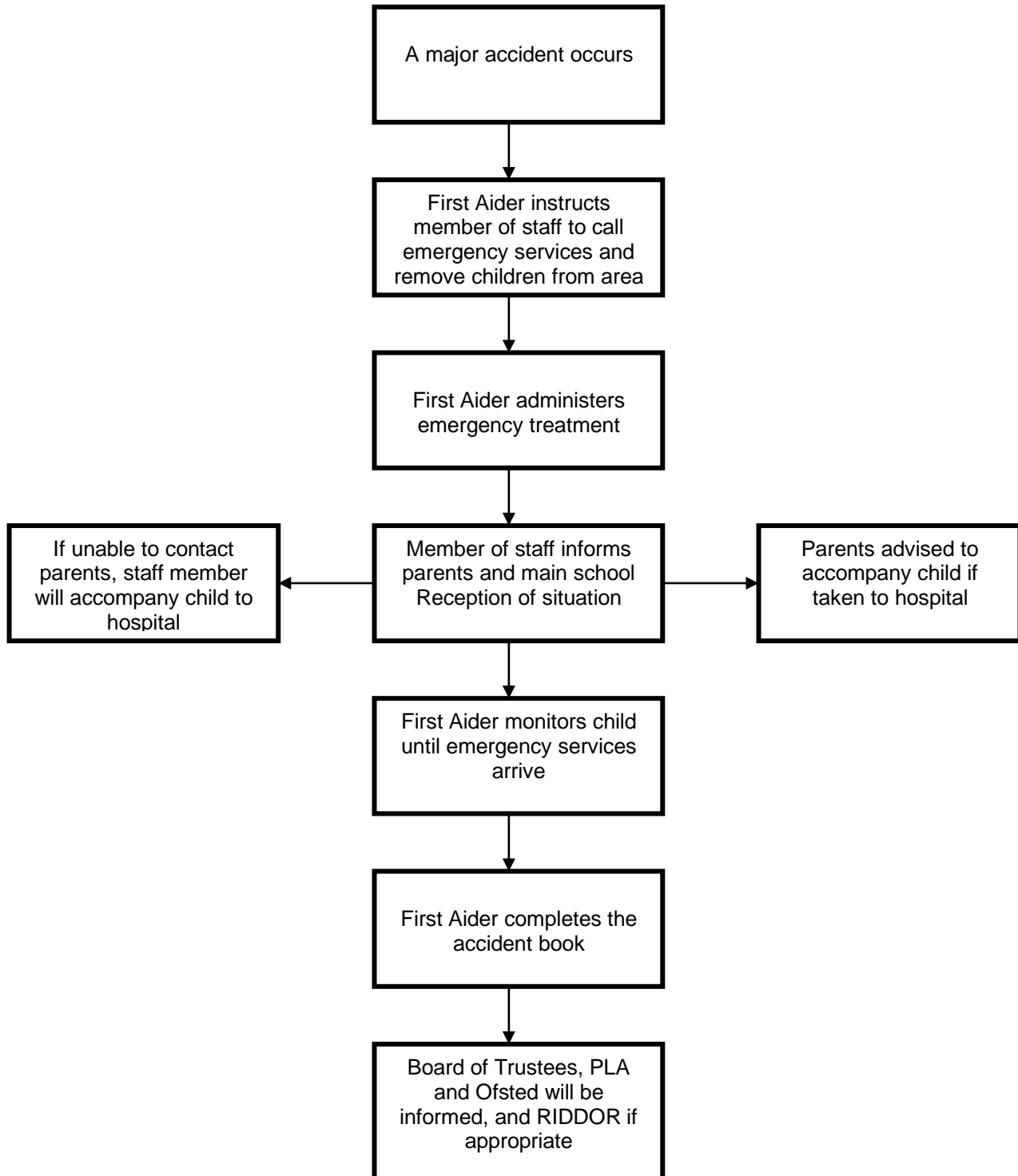
- All children in the group are made aware of the rules and the reasons for them.
- Notices are displayed alerting visitors to the need to keep doors closed.
- Risk assessments are carried out regularly and as required.
- Parents and volunteers are made aware of the group's safety procedures and are encouraged to alert a staff member if they notice a child whose behaviour suggests that (s)he might be thinking of trying to leave.
- The Manager/Deputy carries out regular unobtrusive headcounts during each session, in particular if a group has been engaged in activities beyond the room. This is recorded on the white board in the room for all staff to see.
- Each key worker in Preschool has special responsibility for a few children making it easier for her to be aware of their whereabouts and for her also to make regular unobtrusive counts of them.
- The minimum adult:child ratio is maintained at all times by paid staff, although in exceptional circumstances DBS checked helpers may be used in order to keep the setting open.
- A higher than required adult:child ratio is maintained on trips.

This policy was adopted at a meeting of Long Itchington Pre-school and Out of School Club.



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## Major Accident Emergency Procedure



This policy was adopted at a meeting of Long Itchington Pre-school and Out of School Club.



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## **Mobile Phones, Cameras, Tablets, Amazon Echo & Social Networking Policy**

To safeguard children, Long Itchington Pre-School and Out of School Club has the following policy in place regarding the use of mobile phones within the setting.

- Visitors to the Pre-School and out of school club will be asked to switch their phones off when they enter the building.
- Parents and carers will be asked to ensure they do not access their phones whilst on the premises for drop off and pick up.
- Where possible personal mobile phones and cameras should not be brought into the setting. This is to protect against loss or damage to the phone/camera as well as to protect the children at the Pre-School and Out of School Club.
- All staff/student placements must ensure that their mobile phones are placed in the locked cupboard in the Kitchen, which is stored away during working hours.

Long Itchington Preschool and out of school club accepts no responsibility for loss, theft or damage to staff personal phones while on premises. Personal mobile phones must be turned off or set to silent during working hours.

- Mobile phones belonging to staff or students must not be checked during working hours. They may be checked during breaks.
- The welfare, safety, and protection of children are paramount. We aim to create an environment where children are safe and protected.
- Staff members are encouraged to give out the settings landline/ mobile number to their family and childcare providers so that they can be contacted in an emergency without using their personal mobile phones.
- In extreme circumstances, a staff member may seek permission from a Manager to use their phone in privacy with no children present.
- For emergency use, mobile phones may also be diverted to the settings main telephone number during working hours.
- In the event that an allegation is made against a staff member or volunteer, the Trustees have the right to immediately check the photos on their personal mobile phone.
- Cameras /Tablets/ Amazon echo in the Setting.
- The use of cameras or recording devices (in any form) is strictly forbidden in the children's toilets or changing areas.
- Personal cameras, including those on mobile phones, must not be used in the setting.
- Long Itchington Pre-School and out of school club provides tablets for use at the setting only and all images should only be downloaded on to the settings computer or laptop and the memory card must be retained within the settings premises. Images are deleted once they have been considered by a child's key person for their Learning Journal.
- No images will be kept longer than the child's time at setting. Use of the designated setting camera / Tablets must be monitored by a Manager. Photographs should only be taken of children for whom Long Itchington Pre-School and out of school club has permission from parents/carers to photograph



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- There should always be a valid reason for taking photographs i.e. to promote children's learning and development.
- No images should be sent or exported to any other computers.
- If parents/carers have given permission for the publication of photographs of their children on the website, carefully selected photographs from the settings camera/tablet may be uploaded to the site.
- In the event of a children's show being held at the setting during a session, permission must be granted from a Manager and Trustees for personal cameras to be used.
- Professional photographers may be invited to attend during the year and if parents/carers decide to purchase their product, they will be responsible for following the photographer's terms and conditions of purchase and storage of data.
- Network restrictions are applied on the settings of each individual tablet / device to restrict any explicit language or inappropriate apps
- The Amazon echo commands are used only with staff supervision and monitored by the Manager.

Other relevant policies: Tapestry Policy

#### Mobile Phones and Cameras on Pre-School Trips

- The Manager will take the preschool mobile for use outside the grounds or on trips for emergency use only. A dedicated tablet from preschool ( with no other photos or information on it ) can be taken on outings to take photos.
- Social networking within the Pre-School and Out of School Club setting and/or by parents/carers.
- Staff, volunteers, parents/carers or students on placement may belong to Twitter, Facebook, You Tube or other social networking sites. However, the Trustees do expect that all those who work, volunteer or are parents/carers maintain a high level of professionalism and loyalty to the Pre-School.

Other relevant policies : Staff code of Conduct and Safeguarding Policy.

The Pre-School and Out of School Club aims to ensure the following:

- That our duty to safeguard children is maintained;
- That the setting is not exposed to legal risk;
- That the reputation of the setting is not adversely affected;
- That our parents/carers are able to clearly distinguish where information provided via social networking applications is legitimately representative of the setting.
- No person associated with Long Itchington Pre-School and Out of School Club should ever use a social networking site (whether on or off the premises) to refer in any way whatsoever to the Pre-School or out of school club, or to the staff, parents, visitors or children that attend Long Itchington Pre-School and out of School Club.
- Staff, volunteers and students on placement are bound by a legal duty of confidence and other laws to protect the confidential information they have access to during the course of their work.
- Those working at the Pre-School and Out of School Club are encouraged not to have parents/carers of the Pre-School on their list of contacts/friends. However, if they do have users of the Pre-School or out of school club on their list of contacts, under no circumstances should Mobile Phones Cameras and Social Networking colleagues, parents or children be discussed in anyway. Information shared through social networking applications, even though they are on private spaces, are still subject to copyright,



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data protection and freedom of information legislation, the safeguarding vulnerable groups act 2006 and other legislation.

- Failure to comply with this policy by staff, volunteers or students may lead to disciplinary action.
- A parent seeking contact about an issue concerning their child should approach that member of staff or the Manager, face-to-face or by telephone during normal Pre-School or Out of School club hours.

This policy was adopted at a meeting of Long Itchington Pre-school and out of school club.

Updated Feb 2019 to include out of school club and Amazon Echo





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## Non-collection of a Child

### Statement of intent

In the event that a child is not collected by an authorised adult at the end of a session/day, the Setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

### Aim

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### Method

Parents of children starting at the setting are asked to provide specific information, which is recorded on our Registration form, including:

- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given
- Work telephone number and mobile telephone number (if applicable)
- A min of 2 names and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent; and
- Information about any person who does not have legal access to the child.

On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted in our Collection Book. When parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in our Collection Book. We agree with parents how the identification of the person who is to collect their child will be verified.

Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that, in the event that their children are not collected from the setting by an authorised adult and the staff can no longer supervise the child in our premises, we apply our child protection procedures as set out in our child protection policy.

If a child is not collected at the end of the session, we follow the following procedure:

- The Collection Book is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting, and whose telephone numbers are recorded on the Registration Form - are contacted.



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- All reasonable attempts are made to contact the parents/carers, or another member of staff visits the child's home.
- The child stays at the setting in the care of two members of staff until the child is safely collected.
- The child does not leave the premises with anyone other than those named on the Registration Form and in the Collection Book.
- If no one collects the child and the premises are closing, or staff are no longer available to care for the child, we apply the procedures set out in our Safeguarding Policy. We contact our local authority social services department (telephone number 01926 813110) and inform Ofsted (telephone number 03001231231). We also advise the board of Trustees.
- A full written report of the incident is recorded and depending on circumstances we reserve the right to charge parents for the additional hours worked by our staff.

This policy was adopted at a meeting of Long Itchington Pre-school and Out of School Club



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## Outdoor Play Policy

### Statement of Intent

We believe that the Children within our setting should have access to a vibrant and stimulating outdoor area for learning and play activities

### Aim

To provide stimulating, exciting and creative outdoor areas which are a safe and secure learning environment for all children, meeting the statutory requirements of the EYFS 2014 and encouraging development in the 7 areas of learning.

### Specific objectives/Statements and Procedures:

#### Safety (also see Health and Safety Policy)

- Regular checks and risk assessments will be carried out on the area in which the children will be playing and actioned by the Designated Health and Safety Officer. They will report back to the board of Trustees.
- Staff members will undertake daily visual checks of the outdoor area prior to the children arriving and throughout the session to make sure the areas are safe and secure.
- Children will be encouraged to alert staff and volunteers to broken toys and equipment; dangerous behaviours etc
- When children are using the outdoor play area staff will make sure that the gate is locked and the area is clear of debris before children enter and will ensure there are enough staff to meet the correct adult to children ratios.
- When using the outdoor play area, staff will ensure that the school (cloakroom) outer door to the area is shut at all times. The outside door will be open and hooked back whenever possible and weather permitting.
- While children are playing in the outdoor areas staff will be vigilant to avoid accidents from happening.
- Any equipment that is broken or is any way hazardous to the children will be removed from the area the children are playing in and reported to a Manager.
- Health (see Health and Safety Policy)
- The equipment from outside will be regularly cleaned to keep up with high standards of cleanliness and hygiene.
- A request will be made to parents/carers to bring a coat and adequate/appropriate clothing for their child to every session irrespective of the weather, to ensure that all children have access to outdoor play.
- In the nice weather parents/carers are asked to ensure that their child has the correct sun cream/ sun protection on including a sun hat, through welcome booklet, newsletter and notices on the board.
- Staff will ensure that children are not left in the sun for a long period of time and shelter from the sun will be provided.
- Equipment (see Toys and Equipment policy)
- We provide a wide range of toys and equipment for the children to play with outside, and wherever possible, employ a free flow system between the indoor and outdoor area.



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- We aim to continually improve and upgrade our outdoor areas to provide stimulating play and a wide range of new experiences for all children. At staff meetings we will look at any areas that may need adapting or improving.
- Children are encouraged to free flow between indoors and outdoors and to explore and investigate their environment and the natural world.
- Special arrangements and equipment will be provided for children with SEN if needed (see SEN policy)

References to other relevant policies:

Valuing Diversity and Promoting Equality

Health and Safety

SEND

Sun Protection

Toys and Equipment

The policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the designated staff member in conjunction with the staff team and Health and Safety Officer unless new legislation or an incident occurs which requires an immediate review of the policy.

This policy was adopted at a meeting of Long Itchington Pre-school and Out of School Club



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## Physical Intervention Policy

Staff at Long Itchington Preschool and out of school club aim to help children take responsibility for their own behaviour. This can be done through a combination of approaches which include:

- positive role modelling
- planning a range of interesting and challenging activities
- setting and enforcing appropriate boundaries and expectations
- providing positive feedback and praise

However, there are very occasional times when a child's behaviour presents particular challenges that may require physical intervention. This guidance sets out expectations for the use of physical intervention.

### Definitions

There are three main types of physical intervention:

1. **Positive handling:** The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations:
  - giving guidance to children (such as how to hold a paintbrush, or when climbing)
  - providing emotional support (such as placing an arm around a distressed child)
  - physical care (such as first aid or toileting)

Staff must exercise appropriate care when using touch. There are some children for whom touch would be inappropriate such as those with a history of physical or sexual abuse, or those from certain cultural groups. This is not intended to imply that staff should no longer touch children.

2. **Physical intervention:** Physical intervention can include mechanical and environmental means such as high chairs, stair gates or locked doors. These may be appropriate ways of ensuring a child's safety.

3. **Restrictive physical intervention:** This is when a member of staff uses physical force intentionally to restrict a child's movement against his or her will. In most cases this will be through the use of the adult's body rather than mechanical or environmental methods. This guidance refers mainly to the use of restrictive bodily physical intervention and is based on national guidance. (See below).

### The use of restrictive physical intervention

Restrictive physical intervention should be used in the context of positive behaviour management approaches and Providers must only use restrictive physical intervention in extreme circumstances. It must not be the preferred way of managing children's behaviour.

All staff have a duty of care towards the children in their provision. When children are in danger of hurting themselves, others or of causing significant damage to property, staff have a responsibility to intervene. In most cases, this involves an attempt to divert the child to another activity or a simple instruction to "stop!" However, if it is judged as necessary, staff may use restrictive physical intervention when it is in the child's best interests to prevent harm to themselves or others.



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### **Reasonable minimal force.**

When physical intervention is used, it is used within the principle of reasonable minimal force. This means using an amount of force in proportion to the circumstances. Staff should use as little restrictive force as necessary in order to maintain safety. Staff should use this for as short a period as possible.

### **When can restrictive physical intervention be used?**

Restrictive physical intervention can be justified when:

- someone is injuring themselves or others
- someone is damaging property
- there is suspicion that, although injury, damage or other crime has not yet happened, it is about to happen

### **What type of restrictive physical intervention can and cannot be used?**

Any use of physical intervention in a provision should be consistent with the principle of reasonable minimal force. Where it is judged that restrictive physical intervention is necessary, staff should:

- aim for side-by-side contact with the child; avoid positioning themselves in front (to reduce the risk of being kicked) or behind (to reduce the risk of allegations of sexual misconduct)
- aim for no gap between the adult's and child's body, where they are side by side; this minimises the risk of impact and damage
- aim to keep the adult's back as straight as possible
- beware in particular of head positioning, to avoid head butts from the child
- hold children by "long" bones, i.e. avoid grasping at joints where pain and damage are most likely
- ensure that there is no restriction to the child's ability to breathe; in particular, this means avoiding holding a child around the chest cavity or stomach
- avoid lifting children

### **Planning**

In an emergency, staff do their best within their duty of care and using reasonable minimal force. After an emergency, the situation is reviewed and plans for an appropriate future response are made. This will be based on a risk assessment which considers:

- what the risks are
- who is at risk and how
- what can be done to manage the risk

A risk assessment is used to help write the individual behaviour plan that is developed to support a child. If this behaviour plan includes restrictive physical intervention it will be just one part of a whole approach to supporting a child's behaviour. The behaviour plan should outline:

- an understanding of what the child is trying to achieve or communicate through their behaviour
- how the environment can be adapted to better meet the child's needs
- how the child can be taught and encouraged to use new, more appropriate behaviours
- how the child can be rewarded when he or she makes progress



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- how staff respond when the child's behaviour is challenging (responsive strategies such as humour, distraction, relocation, and offering choices which are direct alternatives to using restrictive physical intervention.)

We will draw from as many different viewpoints as possible when it is known that an individual child's behaviour is likely to require some form of restrictive physical intervention. In particular, the child's parents/carers will be involved with staff from the provision who work with the child, and any visiting support staff (such as IDS, Educational Psychologists, Speech and Language Therapists and Social Workers). The outcome from these planning meetings will be recorded and a signature will be sought from the parent/carer to confirm their knowledge of the planned approach. These plans will be reviewed at least once every four to six months, or more frequently if there are major changes to the child's circumstances.

### Recording and reporting

It is important that any use of restrictive physical intervention is recorded. This should be done as soon as possible and within 24 hours of the incident. According to the nature of the incident, the incident should be noted in other records, such as the accident book or child tracking sheets.

We will also report any physical intervention to parent/ carer when the child is collected ( or sooner if required) and they will have a copy of the physical intervention incident form to sign.

### Monitoring

Monitoring the use of restrictive physical intervention will help identify trends and therefore help develop the provider's ability to meet the needs of children without using restrictive physical intervention.

### Complaints

The use of physical intervention can lead to allegations of inappropriate or excessive use. Where anyone (child, carer, staff member or visitor) has a concern, this should be dealt with through the provider's usual complaints policy

The Statutory Framework for the Early Years Foundation Stage (2014) states:

#### Managing behaviour

3.52. Providers are responsible for managing children's behaviour in an appropriate way. Providers must not give corporal punishment to a child. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention\* was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

3.53. Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

#### Safety

\* Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property



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**Record of Physical Intervention**

Name of Child:	Date:
Member of staff:	Time:
Reason physical intervention was used:	
Type & duration of physical intervention used:	
Injuries caused during the incident and who injured (if applicable):	
Post incident support: ( For child / Staff / witnesses)	
Additional Comments:	
Report shared with parents / careers	Date:
Parents/ careers signature:	





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## Planning and Observation - Early Years (Preschool and reception Class)

At Long Itchington Pre-School and Out of School Club we plan experiences to meet learning intentions that cover all the seven learning areas of learning and development in the Early Years Foundation Stage (EYFS)

Prime Areas:

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

Specific areas:

- Literacy
- Mathematics
- Understanding of the world
- Expressive art and design

Characteristics of Effective Learning

In planning and guiding children's activities, we try reflect on the different ways that children learn and use these in our practice.

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition we aim to make sure the EYFS principles are put into practice and considered in our planning.

These principle themes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well being

Planning is crucial to ensure that the full range of children's development and learning is supported and extended. Staff use observations and assessment of the children to build on the children's existing knowledge, skills and understanding.



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All parents and carers are asked to fill out an 'Initial Profile' of their child. This is a short questionnaire, which provides information about favourite activities, toys, songs, games, and

people and about likes and dislikes. Every parent and child is invited to an induction day where the key-worker can spend time with the family. This allows us to respond to the children's interests by providing activities and experiences to match and extend learning.

### Observations

Each member of staff is allocated 'key children' who they observe, assess, track and plan for. The staff all make written observations of the children. These observations record the children's interaction, their level of "involvement" in activities and describe the learning that is taking place. The staff also take photos and observe the children in general, recording 'significant' achievements in the children's online learning journeys. Each child has an assessment sheet based on 'age appropriate steps as set out in the Development matters (EYFS). Separate records are maintained along with early years help documentation for those children with any form of specific needs - see SEND policy.

The information gathered is used to inform planning. Thus we operate the triangular system of planning - observation - evaluation - planning etc. Our plans follow the children's interests and needs as much as possible and ensure that all areas of learning are covered. While planning should be flexible, our plans provide a useful framework around which any number of activities may occur. Our planning covers three time-scales.

### Planning

We aim to provide a balance of child-initiated experiences, which the children can access themselves and adult-directed activities. Our weekly plan outlines our adult focused activities and indicates where we can provide relevant resources and support for more child led learning. It shows the main areas of learning and the key learning intentions. An evaluation of the activity is recorded to ensure that the activity is appropriate, allows differentiation to include all children's needs and abilities and how we may extend the children's learning. Our daily plan for child-initiated learning details our use of equipment and ensures a full range of choice and variety covering all the areas of learning. Individual needs and interests of the children are taken into account when planning all our 'play' environments.

### Future planning

We are aware at Long Itchington Pre-School and Out of School Club that new ideas and guidelines are continually being introduced into Early Years. We as practitioners sometimes need refreshing in our views on working with young children. In order to account for these needs, we aim for all staff to attend training each year - see training policy. Some of this will be covered by county led courses, or by receiving workplace training from visiting specialists, or our own staff members reporting back on their own recent learning experiences. In this way we aim to keep our planning for the children in our care up to date and stimulating.

This policy was adopted at a meeting of Long Itchington Pre-school and Out of School Club



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## Preventing Extremism and Radicalisation Policy

### Introduction

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

In adhering to this policy, all staff, including visiting staff, volunteers, students on placement and visitors will contribute to our setting's delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004.

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

- Keeping Children Safe in Education, 2011, DfE
- Counter-terrorism and Security Act, 2015
- Guidance to the Prevent Duty, DfE
- Protecting children from radicalisation: the prevent duty; July 2015
- Prevent: Resources Guide, DfE
- Tackling Extremism in the UK, DfE

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

### Ethos and Practice

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

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

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. The Act states that 'during the process it is possible to intervene to prevent vulnerable people being drawn into terrorist related activity.'



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- There is no place for extremist views of any kind in our setting, whether from internal sources –children, staff or management, or external sources - school community, external agencies or individuals. The children see our setting as a safe place where they can ask questions about the world and where our staff encourage and facilitate these opportunities.
- As a setting we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our children.
- We aim to provide a broad and balanced early years curriculum, delivered by skilled professionals, so that our children understand and become tolerant of difference and diversity and also to ensure that they thrive and feel valued and respected as individuals.
- Children can be exposed to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet. There may be times when children may reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.
- Any prejudice, discrimination or extremist views, including derogatory language, displayed by children or staff will always be challenged and where appropriate supported through discussion with children and their families and the Code of Conduct for staff.
- Where misconduct by a member of staff is proven the matter will be referred to the Local Authority.

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

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



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### Teaching Approaches

- We will ensure our teaching approaches help children to build resilience to extremism and give them a positive sense of identity through Personal, Social and Emotional development and the promotion of critical thinking. We will aim to ensure that all our staff are equipped to recognize extremism and are skilled and confident enough to challenge it in a way appropriate to the child's age and level of development.
- We will facilitate a 'safe place' for children to speak confidently and openly about any worries or concerns they may have concerning their safety and will equip our children with the appropriate skills to become self-assured young people.
- This approach will be embedded within the ethos of our setting so that children know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.
- We will work with local partners, families and communities in our efforts to ensure our setting understands and embraces our local context and values in challenging extremist views and to assist in the broadening of children's experiences. We will help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and in such instances seek external support from the Local Authority and/or local partnership structures working to prevent extremism.
- At our setting we will promote the values of democracy, the rules of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

### Whistle Blowing

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

Please refer to our setting's Whistle Blowing Policy.

### Safeguarding

- Staff at our setting will be alert to the fact that whilst extremism and radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; staff

may be aware of information about a child's family related to extremism that may place a child at risk of harm Therefore all adults working in our setting (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Lead Safeguarding Practitioner or setting Manager.

### Role of the Lead Safeguarding Practitioner

The Designated Lead Safeguarding Practitioner's are: Maxine Taylor, Claire Hopkins, Maria Spence and Elaine Fariss  
Trustee: Alexandra Feasy

### Training

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

### Recruitment

- The arrangements for recruiting all staff, permanent and volunteers will follow LA guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.
- Safer recruitment best practice principles and sound employment practice will be applied and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our setting so as to unduly influence our setting's character and ethos. We are aware that such persons seek to limit the opportunities for our children thereby rendering them vulnerable to extremist views and radicalisation as a consequence.
- By adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our setting and staff team we will minimise the opportunities for extremist views to prevail.

### Policy Adoption, Monitoring and Review

This policy was adopted at a meeting of Long Itchington Preschool and Out of School Club

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

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



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## Privacy Notice

### How we use Parent and Children's information

The General Data Protection Regulation (GDPR) is a new EU law that will come into effect on 25 May 2018.

This Replaces the existing Data Protection Act 1998 and the changes will remain in place even after Brexit, when the UK leaves the EU in 2019.

GDPR works around the principle of consent and assumes the automatic right of privacy to individuals. If you are holding anyone's data, they need to give consent to this and agree with what you intend to do with it. You would need to inform them how long you intend to hold onto this data and for what purpose

**The new GDPR gives individuals greater control over their own personal data.**

#### **GDPR principles:**

GDPR will condense the Data Protection Principles into six areas, which are referred to as the Privacy Principles. They are:

1. You must have a lawful reason for collecting personalised data and must be collected in a fair and transparent way.
2. The data you collect must only be used for its intended purpose. If you wish to use it for other reasons e.g. marketing and promotion, you will require consent to do so.
3. You must not collect any additional personal information that is not necessary.
4. It must be eligible and accurate and you must have systems and processes in place to keep it up to date.
5. You cannot retain information any longer than the legally required timescales.
6. Personalised data must be processed and stored securely whether that information is on a data file or paper version.

#### **Why we collect and use pupil information**

For us to comply with the Early Years Foundation Stage legislation, we require certain information about the Parents/ guardians and Children who attend our setting to help them develop and keep them safe.

- **The learning and development requirements are given legal force by an Order<sup>3</sup> made under section 39(1)(a) of the Childcare Act 2006**
- **The safeguarding and welfare requirements are given legal force by Regulations<sup>4</sup> made under section 39(1)(b) of the Childcare Act 2006**

We collect and use children's and parent information, for the following purposes:

- a. to support children's learning
- b. to monitor and report on children's development
- c. to provide appropriate care
- d. to assess the quality of our services
- e. to keep children safe (food allergies, or emergency contact details)
- f. to meet the statutory duties placed upon us for DfE data collections
- g. to claim government funding (15/30 hours and 2 year funding)



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### The categories of information that we process include:

- personal identifiers and contact details for children and parents / guardians (such as name, telephone number, email address and address)
- characteristics (such as ethnicity and language)
- safeguarding information (such as professional involvement and meeting notes)
- special educational needs (including the needs professional involvement)
- medical and administration (such as doctors information, child health, dental health, allergies, medication and dietary requirements)
- attendance (such as sessions attended, number of absences, absence reasons and any previous schools attended)
- assessment and attainment (such as EYFS stages of development results)
- behavioural information (such as any relevant alternative provision put in place)
- national insurance / date of birth details of parents / guardians to claim government funding

### How we collect child and parent information

We collect this information via application forms, discussions with parents / careers and through our online tapestry account.

Parents and child data is essential for the schools' operational use. Whilst the majority of pupil information you provide to us is mandatory, some of it requested on a voluntary basis. To comply with the data protection legislation, we will inform you at the point of collection, whether you are required to provide certain pupil information to us or if you have a choice in this.

### How we store pupil data

We hold pupil data securely for the set amount of time shown in our data retention schedule. For more information on our data retention schedule and how we keep your data safe, please visit [longitchingtonpreschool.org](http://longitchingtonpreschool.org)

Any files containing personal information are stored in lockable filing cabinets within the setting and / or on password protected laptops. Any information stored or emailed between staff / directors of the setting is password protected

### Who we share pupil information with

We routinely share pupil information with:

- schools that the pupils attend after leaving us
- our local authority (such as MASH)
- the Department for Education (DfE)
- Government or NHS professionals with parental permission (SALT / IDS / Health visitor)

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





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### 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 Claire or Maxine.

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
- a right to seek redress, either through the ICO, or through the courts

If you have a concern or complaint 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/>

## Long Itchington Pre-school and Out of School Club Board of Trustees - Confidentiality Agreement

### Statement of intent

It is our intention to respect the privacy of Staff, children and their parents while ensuring that they access high quality Pre-school care and education.

### Agreement

The Trustees is the governing body of Long Itchington Pre-School and out of school club and as such, will discuss matters pertaining to the management, running and organisation of the setting. At times individuals involved with setting such as Trustees, staff, carers or children may need to be discussed at meetings.

This is a voluntary code of confidentiality for the Trustees that states as follows:

**Any discussions pertaining to any individual must remain confidential within the committee and any breach of such a confidence would be taken as a serious matter and could result in suspension from the board, prior to further action being taken at the decision of the board of Trustees.**

This policy was adopted at a meeting of Long Itchington Pre-school and out of school club.

### Contact

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

Claire Hopkins - Setting Manager

Maxine Taylor - Administration Manager



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## **Safeguarding policy and Child Protection – executive summary of key principles for staff and parents**

Date of publication: Jan 2020

Review date: Jan 2021 or before if required

### **Key principles**

1. The policy is consistent with statutory guidance **Working Together to Safeguard Children (DfE 2018)** and **Keeping Children Safe in Education (DfE 2018)**; and local inter-agency safeguarding procedures issued by Warwickshire Safeguarding Children Board - <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>
2. All staff and volunteers must read Part One of **Keeping Children Safe in Education 2018**. All SLT members and staff who work directly with children (e.g. teachers, teaching assistants, lunchtime supervisors, pastoral support staff) must also read Part Five and Annex A.
3. All staff and volunteers must read the full safeguarding and child protection policy and the Staff Behaviour policy (code of conduct) before starting work with children. This document serves only as a brief reference point for staff, parents, governors and other stake holders.
4. The Designated Safeguarding Lead (DSL) are **Claire Hopkins and Maxine Taylor**  
The deputy DSL is/are **Maria Spence and Elaine Fariss**, Trustee DSL – **Alexandra Feasy**
5. The DSL will ensure that all staff and volunteers receive a robust induction into the school's safeguarding arrangements, which will include a requirement that they read the key statutory guidance and safeguarding policies including the Behaviour Policy and responses to children who go missing from education before starting work with children.
6. All Trustees, staff and volunteers have a responsibility to establish and maintain a culture of safeguarding in order to safeguard and promote the welfare of children effectively.
7. All staff and volunteers must have a full and active understanding of sections 25-28 of the full safeguarding and child protection policy - concerning child protection procedures, definitions, impact, indicators of abuse and referrals - in order to safeguard children at school effectively.
8. The Setting is committed to offering early help to those children who need it. Staff are trained to be vigilant and to record and report all concerns and issues that indicate a child may require early help or that there may be a safeguarding issue to the DSL without delay.
9. The DSL will consider all such concerns and issues and will make a judgement about whether to monitor the child's progress, discuss with parents/carers, provide pastoral care and support, offer early help or



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make appropriate referrals. The DSL will record actions and decisions taken and referrals that are made. If early help is appropriate the DSL will keep the case under constant review.

10. Staff recognise that some children are particularly vulnerable and therefore more likely to require early help or safeguarding. Those children include children with special educational needs and disabilities; those who are looked after by a Local Authority or were previously looked after; those living in families experiencing adult substance abuse, adult mental ill health and/or domestic abuse; and children showing signs of engaging in anti-social or criminal behaviour.
11. The Setting recognises that children who run away, go missing and/or are absent from school are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm.
12. The Setting will therefore work actively in partnership with parents/carers and other agencies to understand and improve poor school attendance and address issues of children running away and going missing from home.
13. The Setting has a duty to teach children about safeguarding and how to understand and recognise risk (online and offline) and the support available to them; as part of a 'broad and balanced curriculum.'
14. The setting's **whistleblowing** policy enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place.
15. Staff are expected to report all concerns about poor practice or possible child abuse by colleagues a Manager. Concerns or complaints about the Manager should be reported to the trustees. Staff can also contact the Designated Officer in the Local Authority (LADO), who is responsible for the co-ordination of responses to allegations against people who work with children. For staff who do not feel able to raise concerns internally, relevant contact details for the LADO and also the NSPCC whistleblowing helpline are displayed in the staff room.
16. All staff including the Manager, volunteers and trustees will receive appropriate and regularly updated safeguarding and child protection training and at least annual updates to provide them with the requisite skills and knowledge to safeguard children.
17. The DSL will attend bespoke training for newly appointed DSLs and refresher training every two years delivered by Warwickshire County Council. The DSL will also update their knowledge and skills at least annually to keep up with any developments relevant to their role.
18. The setting seeks to ensure that only 'safe' staff and 'safe' volunteers are recruited to work with children at the school by following the statutory guidance and WSCB and the school's *Safer Recruitment* policies by embedding safeguarding in recruitment and induction processes and the ongoing management of staff and volunteers.
19. Child protection issues warrant a high level of confidentiality. Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. Although staff will discuss day-to-day concerns about children with colleagues, they should report all child protection and safeguarding



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concerns to the DSL or a Manager or - in the case of concerns about a manager - to the chair of governors. However, any member of staff can contact and/or make a referral to Children's Social Care if they believe that is the only effective way to safeguard a child.

20. All staff and volunteers must be mindful of specific requirements in relation to the use of technology including online behaviour and the taking and storing of images of children
21. The DSL is responsible for ensuring that all staff and volunteers have a meaningful awareness of a range of specific safeguarding issues as defined in paragraphs 47-51 and Annex A of *Keeping Children Safe in Education 2018*. The DSL will make a judgement about which staff are required to read and understand Annex A. In particular, staff need to understand issues and risks in relation to radicalisation, extremism and the promotion of fundamental British values; child sexual exploitation; peer on peer abuse and children who display sexually harmful or inappropriate behaviour including sexting; and so-called honour based violence including female genital mutilation and forced marriage.

Additional support is available from the Education Safeguarding Service at [educationsafeguarding@warwickshire.gov.uk](mailto:educationsafeguarding@warwickshire.gov.uk) or by phoning 01926 742525.

A full description and explanation of these Key Principles is available in setting and all staff / trustees are required to read and confirm understanding.



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## Staff Behaviour Policy (Code of Conduct) - executive summary of key principles for staff and volunteers

Date of publication: January 2020

Review date: January 2021 ( or before if required)

### Key principles

1. The Staff Behaviour policy (SBP), sometimes referred to as the Code of Conduct, is consistent with statutory guidance **Working Together to Safeguard Children (DfE 2018)** and **Keeping Children Safe in Education (DfE 2018)**; and local inter-agency safeguarding procedures issued by Warwickshire Safeguarding Children Board - <https://www.safeguardingwarwickshire.co.uk>
2. All staff and volunteers must read the full SBP before starting work with children. This executive summary serves only as a brief reference point for staff, parents, governors and other stakeholders. The SBP must also be read in conjunction with the school's safeguarding and child protection policy.
3. The SBP applies to all adults, paid and unpaid, whose work brings them into contact with children who attend the school, both on site and off site. Where this summary refers to staff, it includes all such adults.
4. The SBP sets out what is expected in terms of professional behavior; it gives clear advice about what constitutes illegal behavior and what might be considered as misconduct. It also describes safe practice and behaviors that should be avoided.
5. The SBP provides a clear message that unacceptable behaviour will not be tolerated and that, where appropriate, legal or disciplinary action is likely to follow. The school may refer to the SBP in any disciplinary proceedings.
6. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and/or intentions. The relationship between an adult working with a child is one in which the adult has a position of power and influence. The potential for exploitation and harm of vulnerable children and young people means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
7. All staff are expected to treat children/ pupils/students, other colleagues, parents and external contacts with dignity and respect and to comply with all relevant school policies. Staff should work, and be seen to work, in an open and transparent way.
8. All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. They should adopt high standards of personal conduct, ensuring their behaviour remains professional at all times, in order to maintain the confidence



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and respect of the general public and all those with whom they work. This includes the way in which staff dress, their use of language (including terms of endearment, please also refer to para 11 below) and online communication which is or could become visible to children/ pupils/students, their parents/carers and/or the general public.

9. Personal conduct also includes the way in which staff speak to children/pupils/students. A positive, respectful and encouraging tone should be used at all times. Where it is necessary to challenge inappropriate behaviour or to get children/pupils/students' attention, it is reasonable for staff to raise their voices and/or use an authoritative tone. However, it is not appropriate for staff to shout at pupils/students habitually or speak to them disrespectfully.

10. Staff should never set out to cause a child/pupil/student to feel frightened, ashamed or humiliated. Admonishments should focus on behaviour rather than the child/ pupil/student's personality or character and targets for desired behaviour should be described by the member of staff.

11. Members of staff should refer to children/pupils/students by name. Disrespectful nicknames, words and terms should be avoided. Staff should exercise caution in referring to children/pupils/students by affectionate nicknames and more general terms of endearment or familiarity such as 'Dear, Love, Petal, Mate, Dude' and must avoid terms associated with grooming such as 'Sweetheart, Princess, Angel, Darling'.

12. Staff should discuss and/or take advice promptly from a Manager if they have acted in a way which may give rise to concern. **Staff should inform a Manager about any relationships, associations or matters in and out of school which might have implications for safeguarding children.**

13. Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.

14. Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for and work with children.

15. Staff must treat information about children and their families discreetly and not disclose confidential matters except in accordance with school policies.

16. Staff are in a position of trust and should never engage in any sexual relationships with students.

17. Only areas of the curriculum approved by the senior leadership team should contain any sexual or other sensitive material. Otherwise, staff should not engage in conversations with students about sexual matters. Senior staff should be consulted if there is any possibility of misinterpretation by children/pupils/students or parents/carers.

18. Physical contact should be minimal, time limited, age appropriate and able to be justified.



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19. Physical intervention must only be used if it is necessary to keep a child/pupil/student or member of staff safe, prevent serious damage to property or disruption of school business; must always be reasonable and proportionate in the circumstances and in order to achieve the objective; and only used when all non-physical strategies to manage the situation have been exhausted or will not be successful in time to prevent harm or serious damage/disruption. All incidents of physical intervention must be recorded clearly and reported in accordance with school policy.
20. Intimate care and first aid should only be administered according to relevant procedures and by qualified personnel.
21. Staff should not offer transport to children /students outside agreed arrangements. Staff must never offer transport to a child/pupil/student if on their own except where doing so is the only way to prevent harm. Any impromptu or emergency arrangements should be recorded and should be able to be justified.
22. Staff should guard against young people developing an infatuation with them and report any such concerns to a manager.
23. Staff should not accept gifts other than small tokens of appreciation from children/pupils/students or parents/carers.
24. Staff should not give gifts to children/pupils/students other than as part of an agreed reward system.
25. Appropriate social contact between staff, children/pupils/students and their families (e.g. when a staff member and parent are part of the same social circle or extended family) should be easily recognized, openly acknowledged and declared in writing to a Manager.
26. Unless social relationships have been declared in writing to a Manager, staff should not engage in any electronic or telephone communication with children/pupils/students or their parents/carers using personally owned ICT or telephone equipment or personal telephone or social media accounts/platforms. This includes texting, messaging, video chat, social networking sites etc. All communication must be open, transparent, through school systems/accounts and using school owned equipment.
27. Any other out of school contact including staff undertaking independent tutoring or sports coaching which may bring them into contact with children/pupils/students and their families should be planned and agreed with a Manager and parents/carers.
28. Internet use should be according to school policy and inappropriate content must not be accessed.
29. Photographs and video films of children/pupils/students must only be taken with parental consent, for school purposes and using school-owned equipment. They will remain the property of the school and must only be stored on school-owned equipment. They can only be published with the express consent of



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parents/carers.

30. Staff should not work with children/pupils/students on a one to one basis or undertake home visits except by agreement with a senior leader and in accordance with school policies and appropriate risk assessments. Only in exceptional circumstances which have been fully approved in advance by a Manager would it ever be appropriate for a member of staff to invite a pupil/student into their own home.

31. Staff should be mindful of situations in which a child/pupil/student or parent/carer comes to depend on them for support outside their role; and discuss this promptly with the DSL or a Manager.

32. Staff accompanying children/pupils/students on offsite and residential visits should remain mindful of and work in accordance with safeguarding and whistleblowing procedures, visit briefings and risk assessments at all times.

33. Staff should acknowledge that deliberately invented/malicious allegations are extremely rare. Staff are expected to report all concerns about possible child abuse by colleagues and/or poor practice including any breach of the SBP to a Manager, recording their concerns using yellow forms.

34. Concerns or complaints about the Management should be reported to the chair of trustees. Staff can also contact the Designated Officer in the Local Authority (LADO), who is responsible for the co-ordination of responses to allegations against people who work with children. For staff who do not feel able to raise concerns internally, relevant contact details for the LADO and also the NSPCC whistleblowing helpline are displayed in the staff room.

35. Additional support is available from the Education Safeguarding Service at [educationsafeguarding@warwickshire.gov.uk](mailto:educationsafeguarding@warwickshire.gov.uk) or by phoning 01926 742525.

A full document of our Staff Code of Conduct with explanations of these key principles is available in setting - all staff are required to read and confirm understanding.





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## **Special Educational Needs and Disability Policy**

The Pre-school understands its responsibility to ensure positive attitudes to diversity and difference - not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.

We aim to meet the needs of each child as an individual regardless of difference and diversity.

All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as an individual, with their own cultural and spiritual beliefs.

We believe that all children should feel valued and confident and should be cared for in a warm and loving environment. We will work with parents at all stages of the child's education and care to ensure our principles are put into practice.

**Our Special Educational Needs Co-ordinators are: Claire Hopkins and Sarah Amaira**

In line with guidance from the E.Y.F.S. 2014 and in line with the SEND Code of Practice 2014 we will endeavour to:

- Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary
- Stretch and challenge all children
- Encourage children to recognise their own unique qualities and the characteristics they share with other children
- Challenge any inappropriate/negative attitudes displayed by staff, parents/carers or children
- Engage children in anti-bias activities e.g. stories or role models which promote positive attitudes to all people regardless of their level of ability, appearance, mobility etc.
- Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family
- Ensure that our provision is inclusive to all children with special educational needs.

Where staff feel that a child is not progressing in line with his/her peers they will speak to parents in the first instance to seek their opinion and to discuss how the child can be best helped. We aim to make any reasonable adjustments to our setting required by individual children or parents. No outside agencies will be contacted without parental permission.

Where children are identified as needing extra support within the setting an individual needs plan will be drawn up by the SENCo, the key worker and parents. Individual needs plans will be reviewed at least half termly. Advice can be sought from Integrated Disability Service when required.



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For the very small number of children whose needs cannot be met in the above way and whose needs are more severe and complex, the Pre-school staff will with parents/carers permission request a formal assessment from the Integrated Disability Service.

When children transfer to their next setting we will work closely with that setting and the child's Parents/carers to ensure a smooth transition for the child.

If one or both parents have significant needs, we will support them to the best of our ability whilst keeping a focus on the child's needs.

**All information kept on each child is confidential and parents/carers have free access to all information kept on their own child. (Except in exceptional circumstances where the Data Protection Act 1998 stipulates is it against the best interests of the child to do so).**

The setting is aware of the need to constantly review, monitor and evaluate our practices to ensure they are effective. It is the duty of the SENco to review the SEN policy annually and be aware on daily basis of how this policy works in practice.

With reference to Ofsted's guidance, the Registered person is aware that some children may have special needs or disability and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the Pre-school. Steps are taken to promote the welfare and development of the child within the Pre-school in partnership with the parents and other relevant parties.

This policy was adopted at a meeting of Long Itchington Pre-school.



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## **Staff Induction to the Setting**

### Statement of intent

We believe that staff settles into the working pattern of the sessions if they have been introduced to our procedures and physical setting through an induction process.

### Aim

To ensure the speedy introduction of new staff, focusing on safeguarding procedures.

### Method

By the end of the first day (Manager)

- Introduction to staff and children present
- Photograph taken - to be added to the notice board
- Explanation of daily procedures (those which specifically relate to the safety of children - safeguarding, health and safety, fire drill, behaviour management)
- Filling in time sheets
- Answer any questions

By the end of the first month (Manager)

- Introduce to board of Trustees

Thereafter, follow induction programme and staff are encouraged to ask questions as they arise.

All staff members will be issued with an Employee Handbook and asked to sign acknowledgment and agreement, alongside a Staff code of Conduct.

This policy was adopted at a meeting of Long Itchington Pre-school and Out of School Club.



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## Smoke free Policy

### **Aim**

This policy has been developed by the NHS to protect all employees, service users, customers and visitors from exposure to second hand smoke and to assist compliance with the Health Act 2006. Long Itchington Pre-School has adapted their policy.

### **Method**

- Exposure to second hand smoke increases the risk of lung cancer, heart disease and other serious illnesses.
- Ventilation or separating smokers and non-smokers within the same airspace does not completely stop potentially dangerous exposure.
- It is the policy of Long Itchington Pre-School that all our workplaces are smoke free, and all employees have a right to work in a smoke free environment.
- Smoking is prohibited in all enclosed areas of the pre-school building, on the school premises and in front of children.
- Overall responsibility for policy implementation and review rests with the Manager and Health and Safety Officer.
- Information will be given at induction and all staff are obliged to adhere to, and support the implementation of the policy.
- Disciplinary procedures will be followed if a member of staff does not comply with this policy. Those who do not comply with the smoke free law may also be liable to a fixed penalty fine and possible criminal prosecution

The policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the designated staff member in conjunction with the staff team and Health and Safety Officer unless new legislation or an incident occurs which requires an immediate review of the policy

This policy was adopted at a meeting of Long Itchington Pre-school.



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## **Suspensions and Exclusions Policy ( Out of School Club)**

Out of School Club will deal with negative and inappropriate behaviour by using constructive behaviour management techniques. We will involve staff, parents and children to tackle disruptive and challenging behaviour collectively. We acknowledge that some children will require additional support in order to achieve acceptable levels of behaviour. Where we identify a child with these needs, we will work closely with the parents or carers to deal with the inappropriate behaviour in accordance with our Behaviour Management policy. Where a child **persistently** behaves inappropriately, we will implement the following procedure as part of our Stage four Behaviour Management:

1. Give the child a formal warning; staff will explain why the behaviour is unacceptable along with the consequences of further incidents.
2. Staff will encourage the child to discuss their behaviour, to explain their actions and to identify strategies for avoiding such incidents in the future.
3. Details of formal warnings, suspensions and exclusions will be recorded on an Incident record and kept in the child's records.
4. The formal warning will be discussed with the child's parents, and all staff will be notified. Staff will inform the manager if a child's behaviour warrants suspension or exclusion. We will only suspend or exclude a child from the Club as a last resort, when all other behaviour management strategies have failed or if we feel that children or staff are at risk.

Suspensions and exclusions will be fair, consistent and appropriate to the behaviour concerned, and will take account of the child's age and maturity as well as any other factors relevant to the child's situation.

### Temporary suspensions

Temporary suspensions may be applied in the following situations:

- Where stages 1 to 3 of Behaviour Management have failed to improve a child's persistent, challenging and unacceptable behaviour.
- In the event of an extremely serious or dangerous incident we will suspend a child with immediate effect. We will contact the parents and ask that the child be collected immediately. Immediate suspensions require the manager's agreement.

The Club may temporarily suspend the child for a period of up to 15 consecutive days. If the Club takes this step, we will discuss our concerns with the parents/carers in order to work together to promote a more desirable pattern of behaviour. At the end of the suspension period the manager will meet with the parents/carers and the child, in order to agree any conditions relating to the child's return to the Club.

### **Permanent exclusion**

In exceptional circumstances, and only when all other attempts at behaviour management have failed, it may be necessary to permanently exclude a child from the setting. If a child is excluded from the Club, the parents/carers will be given a verbal and written explanation of the issues and subsequent actions. They have the right to appeal to the manager / management committee against the exclusion within 14 days of receiving written notification of the exclusion.

This policy was adopted by:

Date:

To be

reviewed:

Signed:

Written in accordance with the Statutory Framework for the Early Years Foundation Stage (2017): Managing Behaviour



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## Tapestry Online Learning Journey Policy ( Preschool and Early Years)

Aims: Long Itchington Preschool ensures that all children attending the setting have a Personal Learning Journal which records photos, observations and comments in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us.

It will also show children's development progress through the different age bands of the EYFS.

### Procedures

- Long Itchington Preschool uses an online Learning Journey System called 'Tapestry' allowing parents to access the information from any computer via a personal, password protected login.
- Parent access allows input of new observations and photos or addition of comments on existing observations and photos - parents logins do not have the necessary permission to edit existing material.
- Observations input into the Tapestry system need to be validated before being added to the child's learning Journal.
- Parents logging into the system are only able to see their own child's Learning Journal.
- Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journals and to protect images of other children that may appear in any photos contained in their child's learning Journal
- The Learning Journal is started once the child has started at Long Itchington Preschool. During the first few months, entries will be made more frequently as we get to know the children.
- New observational entries to a child's Learning Journal will usually be uploaded within two weeks of the observation being made. Observations and updates to the Journal may not occur every day that the child attend the setting.
- In all written observations, other children are referred to by an initial, not their full name.

### Security

- The Tapestry online Learning Journal system is hosted on secure dedicated servers based in the UK. The server host takes security very seriously, both online and physically. You will notice that the 'https' prefix in the website address denotes that it is a 'secure' site.
- Photos and videos taken using the Tapestry app are not stored on the device used. Any photos taken on the kindles will be uploaded into Tapestry periodically and then deleted from hardware.
- Access to information stored on Tapestry can only be gained by using a unique user ID and password.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journals.
- Once a child leaves, a request will be made for their data to be deleted. After 30 days (to allow for mistakes) the data will be irreversibly deleted. Parent access to Tapestry will be revoked once the child leaves and will only be reinstated if the child returns to the setting. Parents will have the opportunity to save any photos / observations within the 30 days before the account is deleted.
- **Parents must NOT upload any media from Tapestry onto social media sites.**

## Transfer of records to another setting

### **Policy statement**

We recognise that children sometimes move to another early years setting before they go on to school although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting in this process. We prepare records about a child's development and learning in the EYFS in our setting; in order to enable smooth transitions we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

### **Procedures**

*Transfer of development records for a child moving to another early years setting or school*

- Using the EYFS 2014 assessment of development and learning ensure the key person prepares a summary of achievements in the seven areas of learning.
- This record refers to any additional language spoken by the child and his or her progress in both languages.
- The record also refers to any additional needs that have been identified or addressed by the setting.
- The record also refers to any special needs or disability and whether a referral to IDS (integrated disability service) was raised in respect of special needs or disability.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence such as photos or drawings that the child has made.
- For transfer to school, most local authorities provide an assessment summary format or a transition record for the setting to follow.
- If there have been any welfare or protection concerns a star is placed on the front of the assessment record.



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### **Transfer of confidential information**

- The receiving school or setting will need to have a record of concerns that were raised in our setting and what was done about them.
- A summary of the concerns will be made to send to the receiving setting or school along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these.
- Where Early Years Help has been raised in respect of any welfare concerns the name and contact details of the lead professional will be passed on to the receiving setting or school.
- Where there has been an investigation regarding a child protection concern the name and contact details of the child's social worker will be passed on to the receiving setting or school - regardless of the outcome of the investigation.
- This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked confidential. The receiving school are asked to sign a transfer of documents form which we then keep in the safeguarding file.

This policy was adopted at a meeting of Long Itchington Pre-school.





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## Whistle Blowing Policy

It is our intention that staff working at Long Itchington Pre-school and Out of School Club feel confident about coming forward and reporting any issues/concerns that they may have regarding the areas documented below, whilst remaining protected from any subsequent discrimination.

### Aim

- Ensure staff understand their responsibilities and feel confident in raising and reporting a serious concern at the earliest opportunity
- Provide avenues for staff to raise concerns and receive feedback on any action taken.
- Ensure that staff receive a response to their concerns and that they are aware of how to pursue them if they are not satisfied
- Reassure staff that they will be protected from possible reprisals or victimisation if they have made any disclosures in good faith

Any concerns can be reported without this leading to any harassment or victimisation, and every effort will be made to keep both the concern and the member of staff's identity confidential

### What should be reported?

- The inappropriate treatment or care of a child
- Any breach in the behavior of committee member, staff, student or volunteer
- Discrimination of any kind
- Concerns that could impact on the health and safety of the children or adults

### Methods

- A concern can be initially raised by any staff member to the Manager and/or an Officer of the Trustees by completing a yellow form ( form D - Logging a concern about the behaviour of a member of staff or volunteer)
- Discuss the nature of the concern together with the background, history of the concern and provide the relevant dates of incidents.
- There is no expectation that staff prove beyond doubt the truth of their suspicion; however they will need to demonstrate that they are acting in good faith and there are reasonable grounds for their concern.
- All employees will be treated fairly. Concerns will be dealt with in the following way and reported to MASH through a MARF form as any safeguarding concern.
- Initial enquiries will be made to decide whether an investigation is appropriate and if so what form it should take.



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The Manager and/or Trustee will investigate the incident and/or Ofsted Lead. If appropriate it will be referred and put through established Safeguarding children procedures and may form the subject of an independent inquiry. ( MASH)

Within ten working days of a concern being raised, the member of staff will receive in writing:

1. Acknowledgment that the concern has been received.
2. An indication as to how the Pre-school will proceed to deal with the matter.
3. Supply the member of staff with information on staff support mechanisms.
4. Inform the member of staff concerned as to whether any further investigation will take place and if not, why not.

It may be necessary for our setting to interview staff to ensure that their disclosure is fully understood. Any meeting can be arranged away from the workplace, if so wished, and a representative or a friend may accompany the involved member of staff for support. If there are any difficulties experienced as a result of raising a concern, support will be offered.

Staff will be kept informed, of the progress and outcome of any investigation to assure that any disclosure has been properly addressed unless legal reasons determine otherwise.

Confidentiality will be maintained and every effort will be made not to reveal a member of staff's identity if they so wish. If however a member of staff makes an allegation frivolously, maliciously or for personal gain, appropriate action, that could include disciplinary action, may be taken.

The Public Interest Disclosure Act 1998 seeks to protect employees from discrimination as a result of 'blowing the whistle' on their organisation, or individuals within it, through amendments to employment law.

This policy was adopted at a meeting of Long Itchington Pre-school and Out of School Club.

Revised March 2019 to include Out of School Club



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## Working from home policy

### **Policy statement**

To plan, record and assess for your child's learning and development according to the Early years foundation stage (EYFS) we need to complete various paper and electronic documents. We wish to prioritise spending time extending and supporting the children in their play as this is the greatest benefit to their learning and development. Staff may therefore sometimes work on children's learning journeys through tapestry at home. (This excludes any additional personal information such as contact numbers, addresses and family information )

### **Procedures**

We undertake rigorous pre - employment and ongoing checks on the suitability of our staff. All staff are checked using the disclosure and barring service (DBS). Staff are legally required to disclose any person living at their address who has been or who would be disqualified from working with children. If they live with such a person, they may be 'disqualified by association' and therefore unable to work with children. We check this regularly through supervision meetings and safeguarding audits and training.

Work staff MAY be permitted to take home:

- Kindles with access to tapestry
- Two year progress checks
- School transitions documents
- Observations
- EYFS

The Management Team may take home all of the above records for moderation and group assessment purposes for any child attending Long Itchington Preschool. In addition, Management and Trustees may also take home /access at home the following:

- Attendance spreadsheet
- Letters to parents
- Electronic document containing parent/carer information.
- Staff contact details
- Staff appraisals, observation and supervision records
- SEND records
- Accounting and invoice information and documents
- Local authority funding account

**All laptops and tablets within the setting are password and are anti-virus protected and are locked away when not in use.**

Records and data may only be stored at home i.e. not to be left in a car or car boot or anywhere that they can get lost or misplaced i.e away from family members and visitors and not shared with others under any circumstances and **MUST** be shut down and stored away securely when not in use preferably in an office or a lockable bag or case.



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Any member of staff that uses the information that is taken home for anything other than the intended purpose will be given the disciplinary procedure and reported to Local authority designated officer (LADO) and the information commissions office (ICO)

**Legal framework**

General data protection regulations (GDPR) 2018

Human Rights Act (1998)



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