



Charles Booth Pre-School
Policies & Procedures 2022/2023

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Section 1 - Admission Policy

At the Charles Booth Pre-School, we care for children from 2-4 years. We are open Monday to Friday 8.00am – 6:00pm, 51 weeks a year. We are closed all bank holidays and for a week over the Christmas period. We offer our staff continuous staff development and ensure to create important partnerships with parents. Throughout the day we will be offering children healthy snacks mornings and afternoon, as well as offering milk and water. Tea will be a nutritious balanced meal freshly prepared on the premises.

Please refer to Food and Drink Policy Section 13

We accept any childcare vouchers and funding. Any enquires about funding, please contact the manager or deputy, or refer to the Government website [Early years funding - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The numbers and ages of children admitted to the setting comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions we are mindful of staff: child ratios and the facilities available at the setting.

A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and room availability.

Please refer to EYFS Policy Section 14

We operate an inclusion and equality policy and ensure that all children have access to setting places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

Please refer to Equality, Diversity & Inclusion Policy Section 8

1.1 Induction and Enrolment Procedure

We welcome all families to come and have a look round at our fantastic pre-school. The manager or deputy will be able to arrange a suitable time and day for you to come and have a look. A registration form will be given to you to fill out, including your personal details and to also state what funding or vouchers you may be using. The form will require you to state what days and hours you will need.

The nursery/pre-school sessions available are:

8 am – 6 pm all day session £50 per day / School day 9am - 3pm £36 per day

8 am – 1 pm Morning session £28.50

1 pm – 6 pm Afternoon session £28.50

As well as a registration form you will be given a medical form and a pre-school information leaflet . An online all about me form will be completed to enable all staff to be aware of what your child's interests, likes and dislikes are. This will support staff to make the transition from home to pre-school a positive experience.

Before your child begins full days or sessions at pre-school, we would recommend that you and your child visit on several occasions for settling in sessions. You are encouraged to stay with your child until he or she settles after which time we would suggest that you leave for short periods until both you and your child are relaxed and comfortable. No charge is made for the introductory sessions.

If your child requires extra support for any reason, either on a temporary or permanent basis, we will make every effort to provide this support. The pre-school staff are experienced at working closely with parents and other professionals such as Health Visitors, Speech and Language Therapists and Paediatricians to help your child reach their full potential.

Please refer to Equality, Diversity & Inclusion Policy Section 8 & Safeguarding Policy Section 10

What do you bring?

You should send your child with their own bag containing, spare clothes and any nappies and wipes if required. Please take into consideration weather and climate when bringing extra clothing and essentials such as sun hats etc.

Please provide waterproof outdoor clothing suitable for forest school, as well as wellies. Please name all items for use at pre-school.

You should also provide a packed lunch for your child, taking into consideration any nut allergies that may be present within the pre-school when packing your child's lunch.

If you would like any additional information in regards to a day at pre-school or what you need to bring, please refer to the leaflet that will be given to you.

Please refer to Food and Drink Policy Section 13

Uniform is required when attending the Charles Booth Pre-School as we think it provides the children with a sense of security and belonging. It will also support them when going to school, getting them ready for wearing a uniform. Sweatshirts and polo tops will be available for you to buy from the office. You are able to buy the rest of the required uniform from any of your chosen shops, all we ask for is a navy sweatshirt, navy joggers and a red polo t-shirt. Grey pinafores/school trousers may also be worn. Shoes must be Velcro to encourage children to be independent and to keep them safe.

1.2 Arrival and Departure Policy

When you are dropping and picking your child off at pre-school please use the main community centre door which will open automatically. There will then be a second door with the Charles Booth Pre-School sign on and a key pad on the door, which you will be given the code for at a later date. Use this code to enter the door and please make yourself at home by hanging up your child's belongings on their peg and coming through to the main room. There will always be staff on hand in the morning to make sure your drops offs are as smooth as possible. This is a chance for you to pass on any information to a member of staff. Covid 19 restrictions may apply.

On collection you will be able talk to a member of staff about your child's day and any other information they may have to pass on to you.

You will appreciate that staff have clear instructions not to release a child to anyone other than the parent/guardian unless there is a written prior arrangement. Please understand that while there is absolutely no wish to cause offence, we cannot release a child if we have not had a written notification.

1.3 Collection of Children Policy

This policy is for the protection of children who have been left at the pre-school over the agreed collection time or once the setting has closed. The pre-school has a duty of care to all children and parents to ensure that collection of children is made at the agreed time or within opening hours. Late collection causes additional overheads and cost for the setting and potentially unnecessary distress to your child. Children remaining in our care after the agreed collection time or after normal opening hours must be supervised by a minimum of two members of staff, one of whom must be qualified. We appreciate that sometimes there may be circumstances beyond parent / carer control affecting the prompt collection of your child. If you know you are going to be late collecting your child in our care, please call at the earliest opportunity and discuss with the manager/deputy manager the arrangements for the collection. Please note that a late stay fee will still be chargeable, unless agreed otherwise, for example in exceptional circumstances.

1.4 Late Fees Policy

Payments will be requested in the first instance by telephone or email contact. If payments are not forthcoming, then a more formal written reminder advising parents that failure to pay will result in the potential of the child's attendance being denied. Cases for leniency or exception should be referred to the manager

1.5 Payment Policy

Parents will be billed as close to the 1st of the month as possible. Parents are requested to clear any outstanding fees prior to the 15th. Fees may be paid by childcare vouchers, cash, direct bank transfer or cheque.

1.6 Holidays & Absence

When you are planning to be absent from pre-school, please inform us a week prior to your leave. This is to ensure we can update our registers, to ensure we continue to follow ratios and all our staff are aware of children's absence. If your child is unwell, please contact us by email or contacting our main phone number to inform us that your child will not be attending. Please be considerate and follow our sickness and illness procedures, following the rules depending on the severity and what your child's illness may be.

Please refer to Administration of Medication Policy Section 12 & Safeguarding Policy Section 10

This policy was adopted on	Signed on behalf of the pre-school	Date for review
6 th July 2021	Alison Simpson	6 th July 2022
	Alison Simpson	6 th July 2023

Section 2 - Data Protection and Confidentiality Policy

At Charles Booth Pre-School we recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices, and emergency contacts. We store all records in a locked cabinet in the office or on the office computer with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated

in confidence. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality. We follow this policy in accordance to the Data Protection Act 1998 and the General Data Protection Regulations (GDPR) 2018.

Please refer to Safeguarding Policy Section 10

The pre-school manager has overall responsibility to ensure that all personal information is kept safe and secure and in compliance with the General Data Protection Act 2018. When storing confidential information, parents will be asked for their permission to store their personal details and their children's information, especially in regard to the digital tablets that staff will be using for each child's learning journey. The pre-school is registered with the Independent Commissions Office (ICO).

If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the pre-school are advised of our confidentiality policy and required to respect it

Please refer to Code of Conduct Policy Section 4

Parents and carers should feel that they can talk to a member of staff in complete confidence, if you would like this please speak to the member of staff of your choice, this information will not be shared unless it is in the best interests of the child, if the information is shared parents should feel secure that only setting staff will be privy to this information. Parents will be asked for their permission if the information is to be shared out-with the setting. Any information given to us about parents or children at the pre-school will be treated with the utmost respect and will remain confidential to all except for pre-school staff.

2.1 Digital Policy

This policy refers to all information storage devices including cameras, mobiles, tablets, internet safety and photography and social networking safety.

It is our responsibility at the Charles Booth Pre-School to ensure that all children, families, and staff are safe when using any form of digital devices. We are aware that technology plays a big part in day-to-day life, keeping up to date with your child's progress, sharing special moments and keeping up to date with information; however we ask that everyone follows these procedures to ensure the safety of everyone involved.

2.2 Photographs and Videos Policy

We recognise that photographs and video recordings play a part in the life of the pre-school. We ensure that any photographs or recordings taken of children in our pre-school are only done with prior written permission from each child's parent and only share photos with parents in a secure manner. We obtain this when each child is registered, and we update it on a regular basis to ensure that this permission still stands.

We ask for individual permissions for photographs and video recordings for a range of purposes including use in the child's learning journey; for display purposes; for promotion materials including our pre-school website, Facebook/Instagram page and information leaflet. We ensure that parents understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journey. If a parent is not happy about one or more of these uses, we will respect their wishes and find alternative ways of recording their child's play or learning. Staff are not permitted to take any photographs or recordings of a child on their

own information storage devices e.g., cameras, mobiles or smart watches and may only use those provided by the pre-school.

The manager will monitor all photographs and recordings to ensure that the parents' wishes are met, and children are safeguarded. Parents are not permitted to use any recording device or camera (including those on mobile phones or smart watches) on the premises without the prior consent of the manager.

During special events, e.g. Christmas or leaving parties, staff may produce group photographs to distribute to parents on request. In this case we will gain individual permission for each child before the event. This will ensure all photographs taken are in line with parental choice. We ask that photos of events such as Christmas parties are not posted on any social media websites/areas without permission from parents of all the children included in the picture.

2.3 Online Learning Journey - Tablet Use Policy

At Charles Booth Pre-School we use tablets in the rooms to take photos of the children and record these directly on to the electronic learning journeys. We ensure that these devices are used for this purpose only and do not install applications such as social media sites on to these devices. We also do routine checks to ensure that emails and text messages (where applicable) have not been sent from these devices and remind staff of the whistle blowing policy if we observe staff not following these safeguarding procedures.

The tablets will be used for general day to day life at pre-school, keeping you up to date with photographs, videos, and learning stories. We will also use the tablets to track your child's development in accordance with the EYFS, ensuring that each child's individual needs are being met. It will also give you chance to upload photographs and videos yourself, so that we can share these with your child at pre-school.

On enrolment, you will be given a tablet information sheet for you to read and a letter for you to sign. In relation to the photograph policy, we will ensure that if you wish, any photos of your child will not be shared in group photographs with another parent, unless you give consent.

All tablets will always stay on site and will be locked away in the cupboard in the office. The office door will be coded to ensure only pre-school staff can enter.

2.4 Mobile Phone Policy

We ask our staff at pre-school to ensure that their personal belongings, including mobile phones are kept in the office in a stored safe place, this is to ensure the safety of both staff and children and in relation to our Safeguarding Policy. When parents and carers enter the building to collect and drop off, we ask that no mobile phones are used for photographs or videos, to protect the other children within the setting.

On daily outings and trips, a member of staff will take a pre-school mobile phone, this will not have any use of a camera, and will be purely used for emergency phone calls. This will be taken to forest school with the pre-school's main telephone number on in case of emergencies. On trips a record of parent's numbers will be taken and used if parents need to be contacted.

2.5 Social Networking Policy

At the Charles Booth Pre-School, we do have our own Facebook/Instagram page, as well as our own website. Both contain information for parents about the setting, and include photographs and

videos of our children. Any photographs of children that will be used will only be used if we have written consent from the parent or carer to publish these. We ask that parents and staff are not friends on social media sites, however if this is the case from previous settings, then we ask staff and parents not to discuss the setting. Any inquiries or questions about the pre-school should be discussed in a professional manner with staff at the pre-school setting.

Staff must adhere to the following:

- Mobile phones/smart watches can only be used on a designated break and then this must be away from the children
- Mobile phones/smart watches should be always stored safely in the office cupboard during the hours of your working day
- During outings, staff will use mobile phones belonging to the Pre-School wherever possible.
- Photographs must not be taken of the children on any phones or any other information storage device, either personal or nursery owned
- Staff must not post anything on to social networking sites such as Facebook/Instagram that could be construed to have any impact on the pre-school's reputation or relate to the pre-school or any children attending in anyway
- Staff must not post anything on to social networking sites that could offend any other member of staff or parent using the pre-school

Although the pre-school appreciates that social media sites such as Facebook, Instagram and Twitter are excellent ways of communicating with people, the pre-school does not see this as good practice between staff and parents/carers. We ask parents not to be offended if a staff member declines to accept your request to become friends.

If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post, publicly or privately, information about any child on social media such as Facebook/Instagram and Twitter. We ask all parents and visitors to follow this policy to ensure that information about children, images and information do not fall into the wrong hands.

Please refer to Safeguarding Policy Section 10 & Partnership with Parents Policy Section 5

This policy was adopted on	Signed on behalf of the pre-school	Date for review
6 th July 2021	Alison Simpson	6 th July 2022
	Alison Simpson	6 th July 2023

Section 3 - Outings and Visits Policy

At Charles Booth Pre-School, we offer children a range of local outings including walks and visits/trips around and away from the premises. We believe that planned outings and visits complement and enhance the learning opportunities inside the pre-school environment and extend children's experiences. We always seek parents' permission for children to be included in such outings.

3.1 Procedure

Before any visits and outings can take place, staff must ensure that they have full consent from the child's parents and any medical information is up to date to ensure the safety of each child. The following guidelines need to be followed to ensure that both staff and children are safeguarded.

A pre-visit checklist, full risk assessment and outings plan will always be carried out by a senior member of staff before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage, and development of the children

- Written permission will always be obtained from parents before taking children on trips which are away from the main building or surrounding areas
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children.
- At least one member of staff will hold a valid and current paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary
- A fully stocked first aid box will always be taken on all outings outside the pre-school grounds along with any special medication or equipment required
- A trip register will be completed to ensure all staff are aware of the number of children and which children are present. This will include staff members too.
- The manager or deputy will always be present on any outings or trips
- Regular headcounts will be carried out throughout the outing. Timings of headcounts will be discussed in full with the nursery manager prior to the outing.
- All staff will be easily recognisable by other members of the group; they will wear the pre-school uniform.
- Children will be easily identified by staff when on a trip by use of high visibility jackets and sticky labels on their uniform, with the name and address and telephone number of the Charles Booth Pre-School
- A fully charged mobile phone will be taken as a means of emergency contact
- In the event of an accident, staff will assess the situation. If required, the group will return to pre-school immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the pre-school.

There may be opportunities for parents to assist on outings. The manager will speak to parents prior to the visit regarding health and safety and code of conduct.

Please refer to Health and Safety Policy Section 9, Data Protection and Confidentiality Section 2, Accident and Injury Policy Section 11 and Administration of Medication Policy Section 12

3.2 Missing or Lost Person Policy

At Charles Booth Pre-School, we are committed to promoting children's safety and welfare. This includes where children are on outings and visits. We carry out regular head counts of children throughout any outing or visit. All members of staff have a responsibility to ensure the safety and security of the children in the setting and to ensure that they have accurate information regarding who is attending the setting on any given day, who is to be collected and who will make their own way to the setting. It is the responsibility of the manager to ensure that all children on the register are accounted for.

In the unlikely event of a child going missing whilst on an outing we have the following procedure which we implement immediately:

3.3 Missing Child Procedure

All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g., a recent photograph and a detailed description of clothing

- The organiser will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm, and supported throughout.
- If appropriate, on-site security will also be informed and a description given
- The designated person in charge will immediately inform the police
- The designated person in charge will then inform the pre-school who will contact the child's parents giving details of what has happened. If the whole pre-school is on an outing, all contact details will be taken on the trip by the person in charge.
- During this period, staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children
- It will be the designated person in charge or the manager's responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff)
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- In the unlikely event that the child is not found, the pre-school will follow the local authority and police procedure
- Ofsted must be contacted and informed of any incidents
- With incidents of this nature parents, carers, children, and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

This policy was adopted on	Signed on behalf of the pre-school	Date for review
6 th July 2021	Alison Simpson	6 th July 2022
	Alison Simpson	6 th July 2023

Section 4 - Code of Conduct Policy

Charles Booth Pre-School is committed to providing the best possible care and learning to all children and safeguarding and promoting the welfare of children and young people. We are committed to providing a happy and supportive working environment to all its members of staff. The pre-school recognises that, to achieve these aims, it is of fundamental importance to attract, recruit and retain staff who will share this commitment. The aims of the Charles Booth Pre-School recruitment policy are as follows:

- To ensure that the best possible staff are recruited based on their qualifications, experience, abilities and suitability for the position
- To ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age
- To ensure compliance with all relevant recommendations and guidance
- To ensure that the pre-school meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment

We abide by all legal requirements relating to safe recruitment set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations. We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks; and abide by the employer's responsibilities relating to informing the DBS of any changes to the suitability of their staff, whether this member of staff has left the pre-school or is still under investigation.

Please refer to Safeguarding Policy Section 10

We ensure that all recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced DBS check and at least two independent references for every new employee. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad.

4.1 Recruitment & Selection Procedure

All applicants for employment will be required to complete an application form containing questions about their academic and employment history and their suitability for the role. Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. Applicants will receive a job description and person specification for the role applied for. The applicant may then be invited to attend a formal interview at which his/her relevant skills and experience will be discussed in more detail. The applicant may be also invited to carry out an activity or a practical observation within a specified age group. The applicant will be observed by the manager or deputy.

If it is decided to make an offer of employment following the formal interview, any such offer will be conditional on the following:

- The receipt of two satisfactory references (one of which must be from the applicant's most recent employer) which the nursery considers to be satisfactory
- A clear DBS check
- Exceptional knowledge of the EYFS and a natural, professional level of working (interview observation)

All the above details are recorded on our "Recruitment Tracking Record". We advise that anyone appointed to a post involving regular contact with children or young people must be medically fit. It is the pre-school's responsibility to be satisfied that employees of the pre-school have the appropriate level of physical and mental fitness before an appointment is confirmed.

The pre-school is aware of its duties under the Disability Discrimination Act 1995.

No job offer will be withdrawn without first consulting with the applicant, considering medical evidence, considering reasonable adjustments and suitable alternative employment.

Verification of identity and address all applicants who are invited to an Interview will be required to bring the following:

- Passport; and Birth Certificate
- Driving Licence
- A letter from bank, building society or utility bill which shows applicant's address
- National Insurance Number. The Pre-School asks for the date of birth of all applicants (and proof of this). Proof of date of birth is necessary so that the nursery may verify the identity of, and check for any unexplained discrepancies in the employment and education history of all applicants. The nursery does not discriminate against applicants on the grounds of age.
- Verification of qualifications. The candidate must bring all relevant certificates (preferably originals to the interview). If certificates are not provided, the manager will contact the awarding body for verification. Checking professional registers.
- References. All offers of employment will be subject to the receipt of a minimum of two references which are considered satisfactory by the pre-school owners. One of the references must be from the applicant's current or most recent employer. If the current/most recent employment does/did not involve work with children, then the second referee should be from the employer with whom the applicant most recently worked with children. Neither referee should be a relative or someone known to the applicant solely as a friend. All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children. All referees will be sent a copy of the job description and person specification for the role which the applicant has applied for. If the referee is a current or previous employer, they will also be asked to confirm the following: The applicant's dates of employment, job title/duties, reason for leaving, performance, and disciplinary record. Whether the applicant has ever been the subject of disciplinary procedures involving issues related to the safety and welfare of children (including any in which the disciplinary sanction has expired).
- Whether any allegations or concerns have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people

The pre-school will only accept references obtained directly from the referee and it will not rely on references provided by the applicant. The manager will compare all references with any information given on the application form. Any discrepancies or inconsistencies in the information will be taken up with the applicant and the relevant referee before any appointment is confirmed.

Criminal records check for all childcare positions, the pre-school requests a check. A check will contain details of all convictions on record (including those which are defined as "spent" under the Rehabilitation of Offenders Act 1974) together with details of any cautions, reprimands or warnings held on the Police National Computer. It will also reveal whether an applicant is barred from working with children or vulnerable adults or those considered unsuitable to work with children or vulnerable adults. A check may also contain non-conviction information from local police records which a chief police officer thinks may be relevant in connection with the matter in question.

4.2 Induction Process

An induction procedure is followed; (to be completed by management) then discussed with the staff member. The induction pack and procedure is as follows:

- A copy of job description.
- A copy of Charles Booth Pre- School aims
- A discussion on Child Protection/First Aid
- A discussion on fire / safety procedures
- Go through risk assessments
- An end of week review after the 1st/2nd week of employment and then a review after their 1st month, followed by 6 monthly reviews to discuss their work performance and next steps. The new member of staff is supervised and supported by management / room leader in their room to role model, give guidance and to help enforce appropriate behaviour. The new staff member will be on a three month's trial after this period if they are employed on a permanent basis then they will be put on courses such as first aid, child protection and food hygiene this would be within a three-month time scale. For the first year of employment the new staff member will have a review every six months on their work performance, which will indicate any training needs required, this will be private and confidential on a one-to-one basis with the nursery owner/manager.

4.3 Retention of records

If an applicant is appointed, the nursery will retain any relevant information provided on their application form (together with any attachments) on their personnel file. If the application is unsuccessful, all documentation relating to the application will normally be confidentially destroyed after six months.

Please refer to Data Protection & Confidentiality Policy Section 2

4.4 Queries

If an applicant has any queries on how to complete the application form or any other matter, they should contact the manager/deputy.

4.5 Ongoing support and checks

- All staff are responsible for notifying the manager in person if any there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked through an annual 'staff suitability questionnaire'). This includes any incidents occurring outside the Pre-School or involving people they live in a household with. Staff will face disciplinary action should they fail to notify the manager immediately.
- The manager will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. This may include requiring the individual to obtain a waiver from Ofsted in relation to any disqualification.
- Every member of staff will have two meetings a year with the manager: a formal appraisal and a more informal review. This will provide an opportunity for the manager and member of staff to discuss training needs for the following six months as well as evaluate and discuss their performance in the previous six months.

- The manager, deputy and room leaders will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations, and constructive feedback
- The pre-school will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.

4.6 Staff Development Policy

The pre-school highly values its staff, and it is in the interests of the pre-school that our children, families, and each staff member is given the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children. Personal and professional development is essential to maintaining the quality and delivery of high-quality care and education for young children in early years.

At Charles Booth Pre-School we aim for all our staff to be Level 3 or equivalent in Childcare and education and we encourage staff to progress further. Other staff working at the pre-school will either be qualified to Level 2 or undertaking training. We strongly promote constant professional development, and all staff will have individual training records and continued professional development plans to enhance their skills and expertise. External training and support are sought as appropriate to the needs of the pre-school and the children attending and to renew/update staff qualifications.

To facilitate the development of staff we:

- Lead and role model with staff, and offer encouragement and support to achieve a high level of morale and motivation
- Promote teamwork through ongoing communication, involvement to enhance nursery practice
- Provide opportunities for delegation based on skills and expertise to offer recognition and stimulate staff
- Encourage staff to contribute ideas for change within the pre-school and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy, and curriculum planning.
- Encourage staff to further their experience and knowledge by attending relevant external training courses
- Encourage staff to pass on their knowledge to those who are less experienced and disseminate knowledge from external training to small groups of staff within the pre-school
- Provide regular in-house training relevant to the needs of the pre-school
- Carry out ongoing supervision with all staff. Staff appraisals are carried out every year where objectives and action plans for staff are set out, whilst also sourcing training according to their individual needs.
- Develop a continued professional development plan addressing both qualifications and continuous professional development needs of the setting and of individual staff
- Promote a positive learning culture within the setting
- Delegate responsibilities according to an individual's expertise
- Carry out training needs analysis for all individual staff, the team, and for the pre-school
- Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
- Provide inductions to welcome all new staff and assign a senior member of staff to support new staff

- Offer ongoing support and guidance. We also carry out monthly in-house training with all staff covering a wide selection of childcare aspects.

4.7 Whistle Blowing Policy

At Charles Booth Pre-School we expect all our colleagues, both internal and external, to be always professional and hold the welfare and safety of every child as their paramount objective. We recognise that there may be occasions where this may not happen, and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk.

We expect all team members to talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be resolved as soon as they arise. Legal framework The Public Interest Disclosure Act 1998, commonly referred to as the 'Whistleblowing Act', amended the Employment Rights Act 1996 to provide protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. On 25 June 2013, there were some legal changes to what constitutes a qualifying disclosure. A qualifying disclosure is one made in the public interest by an employee who has a reasonable belief that:

- A criminal offence, a miscarriage of justice, an act creating risk to health and safety, an act causing damage to the environment, a breach of any other legal obligation or concealment of any of the above
- Any other unethical conduct
- An act that may be deemed as radicalised or a threat to national security is being, has been, or is likely to be, committed

Qualifying disclosures made before 25 June 2013 must have been made 'in good faith' but when disclosed, did not necessarily have to have been made 'in the public interest.' Disclosures made after 25 June 2013 do not have to be made 'in good faith'; however, they must be made in the public interest. This is essential when assessing a disclosure made by an individual.

The Public Interest Disclosure Act has the following rules for making a protected disclosure:

- You must believe it to be substantially true
- You must not act maliciously or make false allegations
- You must not seek any personal gain. It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient. Disclosure of information If, in the course of your employment, you become aware of information which you reasonably believe indicates that a child is/may be or is likely to be in risk of danger and/or one or more of the following may be happening, you MUST use the Pre-Schools disclosure procedure set out below:
 - That a criminal offence has been committed or is being committed or is likely to be committed
 - That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g., EYFS, Equalities Act 2010)
 - That a miscarriage of justice has occurred, is occurring, or is likely to occur that the health or safety of any individual has been, is being, or is likely to be endangered
 - That the environment, has been, is being, or is likely to be damaged
 - That information tending to show any of the above, has been, is being, or is likely to be deliberately concealed.

4.8 Disclosure procedure

If this information relates to child protection/safeguarding then the Pre-School safeguarding children policy should be followed, with particular reference to the staff and volunteering section. Where you reasonably believe one or more of the above circumstances listed above has occurred, you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e., because it relates to your manager).

Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the Pre-School manager. Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner.

Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal.

Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal.

Any management employee who inappropriately deals with a whistle blowing issue (e.g., failing to react appropriately by not acting in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal. We give all our staff the telephone numbers of the Local Authority Designated Officer (LADO), the local authority children's social care team, the Local Safeguarding Children Board (LSCB) and Ofsted so all staff may contact them if they cannot talk to anyone internally about the issues/concerns observed

Please refer to Safeguarding Policy Section 10 and Equality, Diversity & Inclusion Policy Section 8

This policy was adopted on	Signed on behalf of the pre-school	Date for review
6 th July 2021	Alison Simpson	6 th July 2022
	Alison Simpson	6 th July 2023

Section 5 - Partnership with Parents Policy

At Charles Booth Pre-school we believe that parents and staff need to work together in a close partnership in order for children to receive the quality of care and early learning to meet their individual needs. We welcome parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner to include them as an integral part of the care and early learning team within the pre-school.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the pre-school
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the pre-school at any time and provide an area where parents can speak confidentially with us as required
- The pre-school will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure that all parents are aware of the pre-school's policies and procedures. A parent prospectus will be provided, and our full policy documents will be available to parents at all times on the Pre-School website and as a hard copy in the office.
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days and parents' evenings
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through regularly distributed newsletters
- Operate a key person system to enable parents to establish a close working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in Pre-School and at home. Parents are given the name of the key person of their child and their role when the child starts.
- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings will be held at least twice a year.
- Actively encourage parents to contribute to children's learning through sharing observations, interests, and experiences from home. This may be verbally, sharing photographs or in written form or contributing to their child's online learning journey. Agree the best communication method with parents e.g., email, face-to-face, telephone and share information about the child's day, e.g., food eaten, activities, sleep times etc.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and pre-school operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge, and interests to the activities of the pre-school including signposting to relevant services, agencies, and training opportunities
- Inform all parents of the systems for registering queries, compliments, complaints, or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaint's procedure
- Share information about the Early Years Foundation Stage, young children's learning in the Preschool, how parents can further support learning at home and where they can access further information

- Provide a written contract between the parent(s) and the pre-school regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the pre-school supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy, and staff development.

5.1 Key Person Policy

The key person system supports engagement with all parents and will use strategies to ensure that all parents can contribute to their child's learning and development. Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. Parents are encouraged to support and share information about their children's learning and development at home. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs. On joining the pre-school, your child will be allocated a key person and they will spend one to one time with your child, to build a positive relationship with.

Please refer to the EYFS Policy Section 14

5.2 Complaints Procedure

The purpose of this policy is to ensure that any complaints about the service are handled quickly, effectively, and courteously and solutions are implemented which satisfy the parent / carer and the setting. It is the responsibility of the manager to ensure that all pre-school complaints are handled. However, senior staff have been trained in the procedure for handling the initial complaint, but management will investigate and deal with the complaint efficiently and effectively.

We welcome any suggestions from parents on how we can improve our services and will give prompt and serious attention to any concerns that parents may have. Any concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the pre-school. We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our Safeguarding/Child Protection Policy.

Please refer to Code of Conduct Policy Section 4

In the event of a parent / carer wanting to complain about a member of staff or incident at Charles Booth Pre-School, please follow these guidelines:

- Speak to a member of staff or directly to management/owners about the complaint giving as much information as possible. If it is discussed with a member of staff, then they will report the complaint to the manager/owners and complete a complaints form, immediately. The manager/owners will acknowledge receipt of the complaint within 24 hours. The complaint will then be investigated, and an action plan drawn up to address the issue. The action plan will be discussed with the complainant and agreed. This process will be recorded on the complaint form; all complaints will be resolved within 7 days of the complaint being made.

- Once made aware of the complaint the manager must record the complaint on the complaint log. This information is only available to owners / management.
- If the parent / carer feel that they are unable to speak to a member of staff, then they can also send their complaint in writing to the manager / owners who will acknowledge the complaint within 24 hours and respond to it within 7 days of receipt of the letter.
- If the complaint relates to the manager or the customer feels that they are unable to address the complaint with one of the Pre-School owners, then please send complaint in writing to Care Inspectorate. Similarly, if the complaint is not dealt with to your satisfaction, please write to Care Inspectorate.

Anyone making a complaint should be handled effectively and be seen as an opportunity to evaluate the practice of the setting and improve quality. If a complaint is received, then it should be dealt with swiftly and in accordance with the complaints policy for the setting. The member of staff who has received the complaint should complete a complaint form and give this to the manager/owners.

Complaint forms are available in the complaints file in the office. Completed forms will be kept in the office. The manager will acknowledge receipt of the complaint form, within 24 hours, log the complaint in the complaint log and investigate the matter; at this stage it may be appropriate to contact the parent / carer to gather further information, all correspondence will be recorded with the complaint form.

All complaints are discussed with all relevant staff, the issue is discussed, and corrective action agreed, a date by which the action should be taken is also agreed. This is recorded on the complaint form and then discussed with the parent / carer, this information is also issued in writing. If the action has not been taken by the date agreed the manager should address the issue and identify why the action has not been taken, this should be recorded in writing and issued to the parent / carer. When the corrective action has been completed and the complaint has been resolved the parent / carer will be sent a complaint resolved letter within 7 days.

This policy was adopted on	Signed on behalf of the pre-school	Date for review
6 th July 2021	Alison Simpson	6 th July 2022
	Alison Simpson	6 th July 2023

Section 6 - Behaviour Management Policy

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. To achieve this, all adults in the pre-school will ensure that the pre-school rules with regards to behaviour are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.

All adults will try to provide a positive model for the children with regard to friendliness, care, and courtesy. Staff will praise and endorse desirable behaviour such as kindness and willingness to share. We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

Children who misbehave will be given one-to-one adult support in seeing what is wrong and work towards a better pattern. Where appropriate this might be achieved by a period of "time out" with an adult. In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.

Adults will not shout or raise their voices in a threatening way. Staff in the pre-school will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people. Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity. Recurring problems will be tackled by the pre-school, in partnership with the child's parents, using objective observation records to establish an understanding of the cause. Staff will be aware that some kinds of behaviour may arise from a child's special needs.

6.1 Intervention and Physical Restraint Policy & Procedure

In the unlikely event that the above behaviour management policy failed, and a child's behaviour requires physical intervention, the procedure outlined below would be implemented:

- Whatever the incident, physical punishments, or the threat of them, are not used. When possible, adults will aim to distract and re-direct the child's attention.
- Staff will not use any form of physical intervention, e.g., holding, unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. Where physical intervention is appropriate, this will be achieved with the minimum force and for the minimum time. Any such incident is recorded, and the parents/carers informed of the incident on the day.

6.2 Biting Policy & Procedure

The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For

confidentiality purposes and possible conflict, we do not disclose the name of the child, who has caused the bite, to the parents.

- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g., tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault.
- In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g., in some cases of autism where a child doesn't have the communication skills, the manager will carry out a risk assessment. Please refer to accident and injury policy for medical procedures.

Please refer to Safeguarding Policy Section 10, Health and Safety Policy Section 9 and Accident and Injury Policy Section 11

This policy was adopted on	Signed on behalf of the pre-school	Date for review
6 th July 2021	Alison Simpson	6 th July 2022
	Alison Simpson	6 th July 2023

Section 7 - Intimate Care Policy

Intimate care routines are essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required. To maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, wherever possible, by the child's key person with the exception of first aid treatment which must be carried out by a qualified first aider.

At Charles Booth Pre-School we support children to develop their independence and move smoothly through the transition from nappies to using a potty or toilet independently. All children that come to us will be at different stages within their health and self-care, and as early years professionals, we will promote the best health and care skills.

The pre-school door will lead directly onto the corridor where all children will have access to the toilets. We will have potties, child toilets and a nappy changing area available. There will also be steps available for children to ensure that they can carry out their hand washing independently.

We ask that if your child requires nappies, to please bring these in as well as wipes. All children should come to pre-school with spare clothes to ensure that they have other clothes in case of any accidents.

7.1 Nappy Changing Policy & Procedure

- Gloves and disposable apron must be worn while changing nappies and soiled clothes
- Never leave the child unattended on the changing mat
- Always use wipes to clean the child, cotton wool and warm water should be used if child has nappy rash
- All wipes/gloves/aprons and disposable nappies to be bagged in nappy bag and disposed of in nappy bin
- Changing mat to be wiped down with anti-bacterial spray after every child
- Any spillages on the floor must be wiped up using paper towels then cleaned with detergent, towels to be disposed of in nappy bin
- Hands to be washed after each nappy change
- Changing forms and cleaning forms to be filled in appropriately

Any breakages/faults to be reported to management. Nappy bags to be disposed of in large nappy bin located in the disabled toilet.

Toilet facilities will be cleaned regularly by cleaning staff.

We wish to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in the Pre-School and ensuring all parents understand how this works
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks

- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e., first aid training, specialist medical support
- Conducting thorough inductions for all new staff to ensure they are fully aware of all Pre-School procedures relating to intimate care routines
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child’s care and education as laid out in the Parent and Carers as Partners Policy. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the pre-school will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs.
- Ensuring all staff have an up-to-date understanding of safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy.
- Operating a whistle blowing policy to help staff raise any concerns about their peers or managers; and helping staff develop confidence in raising worries as they arise to safeguard the children in the pre-school.
- Conducting working practice observations on all aspects of pre-school operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines.
- Conducting regular risk assessments on all aspects of the pre-school operation including intimate care and reviewing the safeguards in place. The pre-school has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved. If any parent or member of staff has concerns or questions about intimate care procedures or individual routines, please see the manager at the earliest opportunity.

This relates to the Safeguarding Policy Section 10

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	Alison Simpson	6 th July 2023

Section 8 - Equality and Diversity & Inclusion Policy

All staff have a responsibility to ensure equality of access and opportunity and valuing diversity for all children and adults with whom they have contact on a day-to-day basis. This includes the staff in the pre-school, the children and families attending, volunteers and students. We ensure that our service is fully inclusive in meeting the needs of all children, particularly those defined in The Equality Act 2010 such as: from their ethnic heritage, social and economic background, gender, ability, or disability.

Equality of opportunity requires that everyone has an equal chance to develop themselves to their full potential and be safe and free from harm. The Early Years Foundation Stage states that

“ Children should be treated fairly regardless of race, religion or abilities”, it includes:

- Equality of access for all
- Social Inclusion for all
- Life choices are widened, not restricted
- Talents are fostered, not suppressed
- No one experiences disadvantage or discrimination
- Stereotypes are challenged by staff
- All forms of bullying and harassment are condemned and challenged
- Individual and community needs are responded to in a sympathetic and imaginative manner
- Individuals and groups are allocated appropriate levels of support to ensure that their potential is fulfilled
- The principle of equity applies

We aim to provide consistent implementation of the policy which will therefore ensure that the nursery provides, for the children, families and staff, a non-discriminatory environment where individual differences are acknowledged and valued. The policy will identify for parents and the wider community the pre-school's schools approach to equal opportunities, making clear that discrimination against individuals on the grounds of difference will not be tolerated and will be challenged in a constructive manner.

1.1 Procedure

- Provide a secure and accessible environment in which all children can flourish and in which all contributions are considered and valued
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups, and disabled people
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- Make inclusion a thread that runs through all the activities of the setting.
- Celebrate a wide range of festivals and celebrate British Values

- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys

To implement these:

- We are open to all members of the community
- We base our admissions policy on a fair system
- We ensure all our parents are aware of our equal opportunities policy and all other relevant policies
- We do not discriminate against a child or their family or prevent entry to our setting on the basis of colour, ethnicity, religion or social background
- We do not discriminate against a disabled child or refuse a child entry to the nursery for reasons relating to disability
- We act against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

8.2 What is discrimination?

To discriminate against an individual is to favour or disadvantage them based on difference. Staff recognise that discriminatory attitudes towards others can manifest because of many different factors. Difference such as religious belief, ability, ethnicity, cultural and linguistic background, gender, and social group are some of the factors which may give rise to discriminatory behaviour. Under the Equality Act 2010 we make reasonable adjustments to include children with SEND and do not discriminate against or harass children with SEND.

All staff in the pre-school are required to work with due regard to the need to always ensure equality of access and opportunity. They are required to recognise that the children attending are individuals, with varying needs, backgrounds, and previous life experiences. Staff are required to work closely with parents and carers to recognise these different needs as well as having contact with other agencies and with the wider community and care should be taken to care and value their contributions.

The curriculum offered at Charles Booth Pre-School encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. Each religion is unique, and each family's religious beliefs are important to them. Practitioners are required to monitor the family beliefs of the children attending and reflect these beliefs through the curriculum planned and through resources. British values will be incorporated in to these and celebrated also.

The ethnic origins of children, families and staff will always be reflected through appropriate use of resources, displays and books which offer positive images of an ethnically diverse society. Children will be allowed everyday access to such learning materials, which will offer them the opportunity to view themselves and others positively in varied and relevant situations.

8.3 English as Additional Language

All staff will ensure that the children are given relevant opportunities to appreciate and respect cultures other than their own. Children entering the pre-school speaking English as an additional language will receive relevant support with resources appropriate to their needs, such as books and play equipment, acquired, and used.

Staff in the pre-school recognise that many different combinations of adults and children constitute a family and that parenting styles may vary between families. Staff will respect parents' different approaches and will be non-judgemental in their attitudes. Resources chosen and used in the pre-school will offer non-stereotypical images, reflective of various social backgrounds of the children attending.

8.4 Special Educational Needs

Children entering the pre-school will have individual strengths and weaknesses which staff will identify and support. Where a place is requested at the pre-school for a child with identified special needs, staff will review with the family the appropriateness of the service available to ensure that the pre-school is able to provide fully for that child's needs. Children with specific needs, for example with a physical or sensory impairment, or with a learning difficulty, will receive relevant support to ensure they are able to access the full breadth of learning activities and experiences offered. Children who are exceptionally able in a particular area or areas will be supported in developing their skills, whilst being encouraged to benefit from a balanced and full curriculum which will all aspects of their development. Staff will support all children regardless of ability in developing a positive self-image and sense of self-worth and will help them to co-operate in their work and play with others, reflective of their age and stage of learning.

All children attending pre-school will be treated equally regardless of their gender. Activities and learning equipment will be made easily accessible to boys and girls and will be planned and chosen to ensure this. All staff, as well as parents will be discouraged from favouring children on the grounds of gender and care will be taken to ensure that language used does not reinforce and therefore perpetuate gender stereotypes.

All staff and other adults have responsibility to provide an environment which is free from discrimination and prejudice for children. Through this, children will develop and grow confident of their own self-worth and positive towards the differences they see in others. To achieve this, the pre-school staff are required to challenge in a constructive fashion any instances of discrimination and other adults are requested to draw to staff's attention any areas where they may have concerns.

8.5 Sexual Harassment/Physical or Verbal Harassment

The Charles Booth Pre-School believes that all employees are entitled to be treated with dignity and respect whilst at work and when representing the setting in any capacity outside of the setting. We will not tolerate any sort of harassment of one employee by another. Conduct which is intimidating, physically or verbally abusive, including the display of explicit material, the use of sexually explicit humour and comments of a sexual nature whether directed specifically at any individual or not. We foresee any type of harassment as a form of intimidation, which has the effect of insulting and demeaning the employee against whom it is directed and is therefore unacceptable. All complaints will be dealt with by the manager if appropriate who will assess the complaint and agree on the

action to be taken. If the complaint relates to the manager, the member of staff is welcome to contact the development officer for their area who will assist them.

Please refer to Safeguarding Policy Section 10 and Code of Conduct Policy Section 4

This policy was adopted on	Signed on behalf of the pre-school	Date for review
6 th July 2021	Alison Simpson	6 th July 2022
	Alison Simpson	6 th July 2023

Section 9 - Health and Safety Policy

At Charles Booth Pre-School we provide and maintain safe and healthy working conditions, equipment, and systems of work for all our employees and a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within the pre-school for the benefit of all staff, children, and parents, we provide information, training and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities

We are committed to ensuring that all setting practices are carried out within the requirements of the Health and Safety and Work Act 1974 and the Management of the Health and Safety at Work Act 1999. We also follow any guidelines provided by Public Health England, the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive. As well as the requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2017.

To achieve high standards of quality and safety and continually improve health and safety performance Charles Booth Pre-School is committed to implementing all necessary health and safety procedures.

It is the responsibility of all members of staff to ensure that health and safety regulations are adhered to and that the health and safety of the children and other members of staff are not compromised in any way. It is the responsibility of the manager to ensure that the health and safety of the setting remains within legislative requirements and that the health and safety of all setting users, including children, staff and parents and carers is not compromised in any way.

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises. To achieve this, we will actively work towards the following objectives:

- Establish and maintain a safe and healthy environment throughout the pre-school including outdoor spaces
- Establish and maintain safe working practices amongst staff and children
- Make arrangements for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances
- Ensure the provision of sufficient information, instruction, and supervision to enable all people working in or using the pre-school to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training
- Maintain a healthy and safe pre-school with safe entry and exit routes
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the premises. Practice this procedure on a regular basis to enable a safe and speedy evacuation.
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments
- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the pre-school are accessible (wherever practicable)

- Provide a safe environment for students or trainees to learn in
- Encourage all staff, visitors, and parents to report any unsafe working practices or areas to ensure immediate response by the management. We believe the risks in the pre-school environment are low and we will maintain the maximum protection for children, staff, and parents.

9.1 Procedure

- Ensure all entrances and exits from the building, including fire exits are clearly identifiable and always remain clear
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- Ensure that all staff, visitors, parents, and children are aware of the fire procedures and regular fire drills are carried out
- Have the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- Ensure that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors, and children
- Ensure that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- Ensure there are suitable hygienic changing facilities
- The pre-school site is committed to a no smoking policy. Smoking and the use of E-cigarettes is prohibited in the whole building including the outside grounds at any time, including directly outside or where visible by children and parents.
- Our policy applies not only to staff, but also to all entering the building i.e., partners, visitors and parents
- The pre-school realises that the misuse of alcohol and other substances impairs employee health and productivity. Alcohol and substances problems result in unsafe working conditions for all employees, partners, children, and their families. The pre-school is committed to maintaining a productive, safe, and healthy work environment, free of unauthorised alcohol and substance use.
- Any employee involved in the unlawful use, sale, manufacturing, dispensing or possession of controlled substances, illicit drugs, and alcohol within the Charles Booth Centre and adjoining land belonging to the centre or working under the influence of such substances, will be subject to disciplinary action up to and including dismissal and referral for prosecution.
- Prohibit any contractor from working on the premises without prior discussion with the officer in charge
- Encourage children to manage risks safely and prohibit running inside the premises unless in designated areas
- Risk assess all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the pre-school
- Ensure all cleaning materials are placed out of the reach of children and kept in their original containers
- Prohibit certain foods that may relate to children's allergies, e.g., careful consideration from parents when supplying packed lunches. Staff will always check with parents on packaging and ingredients. This is NOT a nut free site.

- Follow the allergies and allergic reactions policy for children who have allergies
- Ensure risk assessments are undertaken on the storage and preparation of food produce within the pre-school
- Familiarise all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Provide appropriately stocked first aid boxes and check their contents regularly
- Ensure children are always supervised
- Ensure no student or volunteer is left unsupervised at any time
- Ensure staff paediatric first aid certificates are made available to parents upon request

The designated Health and Safety Officer in the Pre-School is Alison Simpson

Neglect of health and safety regulations/duties will be regarded as a disciplinary matter (see separate policy on disciplinary procedures). Whenever a member of staff notices a health or safety problem which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to the manager.

Daily contact and monthly staff meetings provide consultation between management and employees. This will include health and safety matters.

This policy was adopted on	Signed on behalf of the pre-school	Date for review
6 th July 2021	Alison Simpson	6 th July 2022
	Alison Simpson	6 th July 2023

9.2 Infection Control Policy

At Charles Booth Pre-School we promote the good health of all children attending through maintaining high hygiene standards and reducing the chances of infection being spread. We follow the Infection Control in Schools and other Childcare Settings guidance which sets out when and how long children need to be excluded from settings, when treatment/medication is required and where to get further advice from.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus, which is produced when an infected person talks, coughs or sneezes. It can also spread through hand/face contact after touching a person or surface contaminated with viruses. We follow the guidance below to prevent a virus or infection from moving around the pre-school.

Our staff:

- Encourage all children to use tissues when coughing and sneezing to catch germs
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
- Develop children’s understanding of the above and the need for good hygiene procedures in helping them to stay healthy

- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- Clean and sterilise all potties and changing mats before and after each use
- Clean toilets at least daily and check them throughout the day. Toilets will also be cleaned every night for premises cleaner.
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
- Clean all toys, equipment, and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser or through washing in the washing machine
- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the pre-school. Staff are also requested to stay at home if they are contagious.

In addition:

- The manager or deputy retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the pre-school
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the pre-school
- The pre-school will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are always maintained and increased during the winter months or when flu and cold germs are circulating

9.3 COSHH Policy

The Control of Substances Hazardous to Health (COSHH) Regulations 2002

COSHH is the law that requires employers to control substances that are hazardous to health.

The regulations require employers to:

- Assess the risks to health and safety
- Decide what precautions are needed to prevent ill health
- Prevent or control exposure
- Make sure the control measures are used and maintained
- Ensure that all employees are properly informed, trained and supervised Chemicals used in the setting for cleaning, washing, or as part of your practice may be hazardous or cause illness if not used correctly.

To comply with these regulations, keep a list of all hazardous or potentially hazardous substances that are used in the provision. This could include glue, shaving foam, soap, cleaning materials etc in addition to chemicals, all body fluids are to be treated as substances hazardous to health and should be carefully dealt with using protective gloves and materials that can be safely disposed of.

All practitioners using chemicals or products should be given advice on their correct use where necessary. Consider observing the following:

- All substances that are hazardous to health should be stored safely and out of children's reach

- Avoid inhalation, ingestion and skin contact of all chemical substances as they may cause irritation and use according to manufacturer's instructions
- Always wear the protective clothing that are provided, e.g., gloves, aprons etc
- Products must never be mixed as this could give rise to hazardous by-products
- Those using the substance must be familiar with the First Aid procedures to be used in the event of an accident

The fire alarm will be tested weekly at 10 am every Monday by a member of the centre staff. These tests will only last a short period of time; staff do not need to evacuate the building unless the alarm continues to sound. We will carry out termly practice fire drills and this will be on different days and at different times, staff will not be informed in advance about when these will happen. It is the staff's responsibility to follow the procedures below in the event of the alarm sounding.

9.4 Fire Drill & Evacuation Policy

If any member of staff discovers a fire, then they **MUST** immediately sound the fire alarm and follow the evacuation procedures.

In the event of fire alarm sounding

- A full evacuation to be carried out immediately
- Manager/person in charge to check fire alarm unit, to discover what zone fire has been detected
- Manager/person in charge to investigate the zone where the alarm unit has detected a fire
- Manager/person in charge to inform senior staff what area is being investigated
- Manager/person in charge will report findings to staff

Please refer to Fire Evacuation Procedure Section 9.4.1

9.4.1 Fire Evacuation Procedure

- All staff and children to assemble in a calm manner to the nearest available fire exit and proceed to the assembly point on the green in front of the building
- Fire brigade contacted by management if there is a fire
- Room Leaders must take their register
- Staff must then do a quick head count whilst manager/person in charge is checking all areas of the pre-school
- Room leader must then do a thorough head count
- Manager/person in charge to take in her possession, the registration folder, which contains all the children's contact details
- Once everyone has met at the assembly point the manager/person in charge will check that all staff and children are safe and present
- If children cannot re-enter the premises, then they must go to the fire assembly point
- Manager/person in charge will notify all parents of their child's wellbeing and arrange for their child to be collected from the Community Centre
- On arrival of emergency services, the manager/person in charge will speak with fire crew/emergency services

If false alarm

The manager/person in charge are to reset the fire alarm. Staff and children will re-enter the pre-school and the manager/person in charge is to record the false alarm/practice drill.

Available fire exits

Green pictorial fire direction signs are displayed throughout the centre, these are located as you exit a room and above doors on the emergency route.

Staff are responsible for the following:

Registers: Room Leaders

Checking all areas of Pre-School/ toilets: Managers, Deputy

List of the children's contact details: Manager, Deputy

9.5 No Smoking Policy

We are committed to promoting children's health and wellbeing. This is of the upmost importance for the pre-school. Smoking has proved to be a health risk and therefore in accordance with legislation, the pre-school operates a strict no smoking policy within its buildings and grounds. It is illegal to smoke in enclosed places. All persons must abstain from smoking while on the premises. This applies to staff, students, parents, carers, contractors, and any other visitors to the premises.

Staff accompanying children outside the pre-school, are not permitted to smoke. We also request that parents accompanying children on outings refrain from smoking while caring for the children. Staff must not smoke while displaying pre-school uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle. If staff choose to smoke during breaks, they are asked to cover their uniform or change into their own clothes and smoke away from the main entrance.

This policy also applies to electronic cigarettes.

9.6 Manual Handling Policy

To comply with Occupational Health and Safety Act 1991, which requires the Pre-School to follow the guidelines set out in this legislation.

Manual handling means lifting, lowering, pushing, pulling, carrying, moving, holding or restraining any object or person.

Procedures for managing and monitoring safe manual handling.

- Staff are encouraged to use their common sense and not to take unnecessary risks when handling large/heavy objects
- When lifting a child or object weighing more than 15 kilos, staff are required to seek assistance
- Manual handling and correct lifting/back care training will be provided regularly

- It is the responsibility of all staff to follow the procedures below and to assist by identifying manual handling hazards and risks
- Regular checks to monitor use of manual handling at the pre-school. Any difficulties noted will then be dealt with immediately.

Managing risks for manual handling.

- Identifying risks - discuss issues with staff and check past incidents/accidents records
- Assess risks – how much strain, pressure, stress, weight, force, grip, skill and duration are required for each activity
- A risk assessment will be undertaken for any expectant student or staff member within the setting during their pregnancy
- Control risks – when designing tasks to minimise injury, look at changing the way jobs are done, change the layout of the workplace, and change the equipment

Correct Lifting Procedures.

- IF IN DOUBT, DO NOT LIFT!
- Staff must never twist while lifting
- When staff lift a child or object they should not stretch over and lift, but lean close and raise as close as possible to their body

When lifting staff must: -

- Place their feet apart in a striding position
- Keep their breastbone elevated
- Bend their knees
- Brace their stomach muscles
- Hold the child or object close to their body
- Move their feet not their spine, to stand up
- Prepare to move in a forward's direction.
- Staff should transfer heavy items to smaller containers to reduce weight

Staff should:-

- Kneel where possible
- Avoid sitting on child sized chairs where possible
- Refrain from carrying children on their hip
- Lift children with one arm under their buttocks and the other arm under their backs, with the child facing them.

9.7 Risk Assessment Policy

Charles Booth Pre-School aims to ensure that all activities, trips and outings, materials and equipment are safe for the children. The purpose of this policy is to ensure that any hazards associated with these are identified and removed or minimised to an acceptable level of risk. We appreciate that children and young people need some level of risk in their activities, trips and outings in order to ensure that children continue to develop, but these risks are assessed to ensure

that any risks are appropriate to the age and stage of development of the children and young people involved.

It is the responsibility of the manager under the Health and Safety at Work Act 1974 to ensure that risks to staff, parents and children are minimised or eliminated whenever possible. It is the responsibility of the manager to ensure that risk assessments are completed for all setting activities.

Risk assessments must be carried out on all existing and new activities that take place in the setting. It is identified that some activities with a low level of risk will not be assessed for risk on every occasion; however, these risk assessments will be reviewed monthly and signed by the member of staff reviewing the risk assessment to ensure that it is still valid.

Risk Assessments are carried out to turn identified hazards into risks that are acceptable for the children and young people in the setting. Risk assessments commonly look at the activity that is planned; identify hazards associated with the activity and come up with strategies to reduce the hazard to an acceptable risk.

Hazards are identified as something that will cause harm to one or more people if controls are not put in place to minimise their impact. Risks are identified as something that may cause harm to one or more persons depending on what controls are put in place.

Risk Assessment Procedure

When performing a risk assessment, the member of staff looks at the following elements:

- Benefits of the activity
- The hazard
- Severity
- Who is at risk?
- Risk level
- Action taken (what measures will be put in place to reduce the hazard)
- Action (date & sign)

9.8 Car Park Policy

The pre-school accepts no responsibility for loss or damage to vehicles or property on the premises and gardens (including the car park) of the pre-school. The pre-school accepts no responsibility for the child welfare on pre-school premises, gardens or in the car park whilst in the care of their parent/carer.

9.9 Stair Climbing Policy

This procedure is to be followed every time the children are climbing up and down the stairs, the procedure is to be verbally communicated to the staff member that is helping to ensure there are no accidents take place. Management will monitor the procedure to ensure it is being followed.

Going upstairs:

- Staff taking children upstairs/downstairs should always ask for extra help from management team, to ensure there is a safe amount of adult supervision to keep all children safe
- Each child should be encouraged to hold on to the banister, with a member of staff directly behind them

This policy was adopted on	Signed on behalf of the pre-school	Date for review
6 th July 2021	Alison Simpson	6 th July 2022
	Alison Simpson	6 th July 2023

Section 10 - Safeguarding Policy

At Charles Booth Pre-School we work with children, parents, external agencies, and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form. We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our setting we strive to protect children from the risk of radicalisation, and we promote acceptance and tolerance of other beliefs and cultures (please refer to our Equality and Diversity & Inclusion Policy for further information). Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the nursery's other policies and procedures.

10.1 Introduction

Legal framework and definition of safeguarding

- Children Act 1989 and 2004
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2017
- Working Together to Safeguard Children 2018
- Children and Social Care Act 2017
- Keeping children safe in education 2021
- What to do if you're worried a child is being abused 2015
- Counterterrorism and Security Act 2015.

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes. (Definition taken from the HM Government document 'Working together to safeguard children 2018).

Policy intention -To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
- Support staff to notice the softer signs of abuse and know what action to take
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children
- Promote tolerance and acceptance of different beliefs, cultures, and communities

- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion, and role modelling
- Always listen to children
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate

The pre-school is aware that abuse does occur in our society, and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care, we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse. Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents, and staff to act quickly and responsibly in any instance that may come to our attention.

This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed. The pre-school aims to:

- Keep the child at the centre of all we do
- Ensure staff are trained right from induction to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) and other vulnerable or isolated families and children
- Ensure staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including through annual safeguarding newsletters and updates
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the Leicestershire Safeguarding Children Board
- Ensure that information is shared only with those people who need to know to protect the child and act in their best interest
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
- Keep the setting safe online using appropriate filters, checks and safeguards, monitoring access always
- Ensure that children are never placed at risk while in the care of pre-school staff
- Identify changes in staff behaviour and act on these

- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the pre-school premises including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents are fully aware of child protection policies and procedures when they register with the pre-school and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the Leicestershire Safeguarding Children Board

We will support children by offering reassurance, comfort, and sensitive interactions. We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem within their peer group and support them to learn how to keep themselves safe.

Safeguarding and Performance Unit Contacts:

Leicestershire (as the pre-school is in Leicestershire this must be the first point of contact)

Head of Service – Safeguarding Improvement and Quality Assurance

0116 305 9084 / 07507 686100

Allegations Manager / LADO

0116 305 7597

Safeguarding Development Officers

0116 305 7750 / 0116 305 7317

First Response Children’s Duty (Priority 1 - Same-day referrals)

Telephone 0116 3050005 (including out of hours)

Fax 0116 3050011

Email childrensduty@leics.gov.uk

Address: First Response Children’s
 Duty Room 100b County Hall
 Championship Way
 Glenfield
 LE3 8RA

10.2 Types of Abuse, Definitions and Procedures

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or a stranger. This could be an adult or adults, another child or children. The signs and indicators listed below may not necessarily indicate that a child has been abused but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

- Low self-esteem
- Wetting and soiling
- Recurrent nightmares
- Aggressive behaviour
- Withdrawing communication
- Habitual body rocking
- Indiscriminate contact or affection seeking
- Over-friendliness towards strangers
- Excessive clinginess
- Persistently seeking attention

Peer on peer abuse

We are aware that peer on peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse, or sexual abuse. We will report this in the same way as we do for adults abusing children and will take advice from the appropriate bodies on this area.

Physical abuse

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g., fleshy parts of the arms and legs, back, wrists, ankles, and face.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the designated safeguarding lead and manager. Children and babies may be

abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the nursery manager.

Female genital mutilation

This type of physical abuse is practiced as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England including its effect on the child and any other siblings involved. This procedure may be carried out shortly after birth and during childhood as well as adolescence, just before marriage or during a woman's first pregnancy and varies widely according to the community. Symptoms may include bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicaemia, and incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as well as physiological concerns.

If you have concerns about a child relating to this area, you should contact children's social care team in the same way as other types of physical abuse. There is a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18, we will ensure this is followed in our setting.

Breast Ironing

Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down using hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction, and early forced marriage. Although this is unlikely to happen to children in the pre-school due to their age, we will ensure any signs of this in young adults or older children are followed up using the usual safeguarding referral process.

Fabricated illness

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g., through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

Procedure:

- All signs of marks/injuries to a child, when they come into Pre-School or occur during time at the pre-school, will be recorded as soon as noticed by a staff member
- The incident will be discussed with the parent at the earliest opportunity, where felt appropriate
- Such discussions will be recorded, and the parent will have access to such records
- If there are queries regarding the injury, the local authority children's social care team will be notified in line with procedures set out by the Local Safeguarding Children Board (LSCB)

Sexual abuse

Action needs to be taken if the staff member has witnessed an occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour or language. This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g., for nappy changes.

The physical symptoms may include genital trauma, discharge and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

If a child starts to talk openly to an adult about abuse, they may be experiencing the procedure below will be followed:

Procedure:

- The adult should reassure the child and listen without interrupting if the child wishes to talk
- The observed instances will be detailed in a confidential report
- The observed instances will be reported to the manager or DDSL
- The matter will be referred to the local authority children's social care team

Child sexual exploitation (CSE)

Working Together to Safeguard Children 2015 (2017 updated version) defines CSE as "...a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology." We will be aware of the possibility of CSE and the signs and symptoms this may manifest as. If we have concerns, we will follow the same procedures as for other concerns and we will record and refer as appropriate.

Emotional abuse

Action should be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection. This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them. The child is likely to show extremes of emotion with this type of abuse. This may

include shying away from an adult who is abusing them, becoming withdrawn, aggressive, or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

Procedure:

- The concern should be discussed with the manager and DSL
- The concern will be discussed with the parent
- Such discussions will be recorded, and the parent will have access to such records
- An Assessment Framework form may need to be completed
- If there are queries regarding the circumstances and/or the concerns relate to the parents, the matter will be referred to the local authority children's social care team

Neglect

Action should be taken if the staff member has reason to believe that there has been any type of neglect of a child (for example, by exposure to any kind of danger, including cold, starvation or failure to seek medical treatment, when required, on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive. Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at pre-school in the same nappy they went home in, or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs. Neglect may also be shown through emotional signs, e.g., a child may not be receiving the attention they need at home and may crave love and support at nursery. They may be clingy and emotional. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

Procedure:

- The concern will be discussed with the parent
- Such discussions will be recorded, and the parent will have access to such records
- An assessment form may need to be completed
- If there are queries regarding the circumstances the local authority children's social care team will be notified. Recording Suspicions of Abuse and Disclosures staff should make an objective record of any observation or disclosure, supported by the manager or designated safeguarding lead (DSL). This record should include:
 - Child's name
 - Child's address
 - Age of the child and date of birth
 - Date and time of the observation or the disclosure
 - Exact words spoken by the child
 - Exact position and type of any injuries or marks seen
 - Exact observation of any incident including any concern was reported, with date and time; and the names of any other person present at the time
 - Any discussion held with the parent(s) (where deemed appropriate)

These records should be signed by the person reporting this and the DSL, dated and kept in a separate confidential file. If a child starts to talk to an adult about potential abuse, it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly, and disclosure is not forced, or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately.

It may be thought necessary that through discussion with all concerned the matter needs to be raised with the local authority children's social care team and Ofsted. Staff involved may be asked to supply details of any information/concerns they have about a child. The Preschool expects all members of staff to co-operate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent or member of staff.

10.3 Monitoring Children's Attendance

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern. Parents should please inform the pre-school prior to their children taking holidays or days off, and all sickness should be called into the pre-school on the day, so the pre-school management are able to account for a child's absence. This should not stop parents taking precious time with their children but enables children's attendance to be logged so we know the child is safe. Where a child is part of a child protection plan, or during referral, any absences will immediately be reported to the Local Authority children's social care team to ensure the child remains safeguarded.

10.4 Looked After Children

As part of our safeguarding practice, we will ensure our staff are aware of how to keep looked after children safe. In order to do this we ask that we are informed of:

- The legal status of the child (e.g., whether the child is being looked after under voluntary arrangements with consent of parents or on an interim or full care order)
- Contact arrangements for the biological parents (or those with parental responsibility)
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
- The details of the child's social worker and any other support agencies involved
- Any child protection plan or care plan in place for the child in question

10.5 Staffing and volunteering

Our policy is to provide a secure and safe environment for all children. We only allow an adult who is employed by the pre-school to care for children and who has an enhanced clearance from the Disclosure and Barring Service (DBS) to be left alone with children. We will obtain enhanced criminal records checks (DBS) for all volunteers and do not allow any volunteers to be unsupervised with children.

All staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse

and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the pre-school. During induction staff will be given contact details for the LADO (local authority designated officer), the local authority children's services team, the Local Safeguarding Children Board (LSCB) and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

We have named persons within the pre-school who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Lead (DSL), there is always at least one designated person on duty during all opening hours of the setting. These designated persons will receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year. The pre-school DSLs liaise with the Local Safeguarding Children Board (LSCB) and the local authority children's social care team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field. They in turn support the ongoing development and knowledge update of all staff on the team.

The Designated Safeguarding lead (DSL) at Charles Booth Pre-School is: Alison Simpson

- We provide adequate and appropriate staffing resources to meet the needs of all children
- Applicants for posts within the pre-school are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information
- We give staff members, volunteers, and students regular opportunities to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life.
- This information is also stated within every member of staff's contract
- We request DBS checks on a 3-year basis/or we use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children
- Additionally, all staff are required to sign a Suitable Person Declaration every term to confirm that their circumstances have not changed regarding their suitability to work with children.
- We abide by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students, and volunteers, to ensure that all staff, students, and volunteers working in the setting are suitable to do so
- We ensure we receive at least two written references BEFORE a new member of staff commences employment with us
- All students will have enhanced DBS checks conducted on them before their placement starts
- Volunteers, including students, do not work unsupervised
- We have procedures for recording the details of visitors to the nursery and take security steps to ensure that we have control over who comes into the pre-school so that no unauthorised person has unsupervised access to the children
- We abide by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is

dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern

- All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use
- As a staff team we will be fully aware of how to safeguard the whole pre-school environment and be aware of potential dangers on the nursery boundaries such as drones, Pokémon hotspots, strangers lingering. We will ensure the children always remain safe
- The Staff Behaviour Policy sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management, so we can support the individual staff member and ensure the safety and care of the children is not compromised.
- All staff have access to and comply with the whistle blowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner
- Signs of inappropriate staff behaviour may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately.
- All staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support
- We use peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly highlighted. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff can share any concerns they may have. Any concerns are raised with the designated lead and dealt with in an appropriate and timely manner.
- The deployment of staff within the pre-school allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

10.6 Informing Parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the LSCB/ local authority children's social care team/police does not allow this. This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

10.7 Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the LSCB.

10.8 Support to Families

The pre-school takes every step in its power to build up trusting and supportive relations among families, staff, students, and volunteers within the nursery. The pre-school continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation.

Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child. Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate in line with guidance of the LSCB with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

We have a Staff Behaviour Policy in place that supports us to monitor staff and changes in their character. Staff are aware of the need to disclose changes to circumstance and use the whistle blowing policy where required.

10.9 Allegations

If an allegation is made against a member of staff, student or volunteer or any other person who works on the pre-school premises regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure below. The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation, then this should be reported to the DSL and a deputy manager instead.

The Local Authority Designated Officer (LADO), Ofsted and the LSCB will then be informed immediately for this to be investigated by the appropriate bodies promptly:

- The LADO will be informed immediately for advice and guidance
- If as an individual, you feel this will not be taken seriously or are worried about the allegation getting back to the person in question then it is your duty to inform the LADO yourself directly
- A full investigation will be carried out by the appropriate professionals (LADO, Ofsted, LSCB) to determine how this will be handled
- The pre-school will follow all instructions from the LADO, Ofsted, LSCB and ask all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice
- The pre-school reserves the right to suspend any member of staff during an investigation
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities
- Unfounded allegations will result in all rights being reinstated
- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be notified immediately of this decision. The pre-school will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated
- All records will be kept until the person reaches normal retirement age or for 21 years and 3 months years if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation
- The pre-school retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Counselling will be available for any member of the pre-school who is affected by an allegation, their colleagues in the nursery and the parents.

10.10 Extremism – The Prevent Duty

Under the Counterterrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support). This may be a cause for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or actions that lead staff to be worried about the safety of a child in their care. Alongside this we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act, and document all concerns when reporting further.

10.11 E-Safety

Charles Booth Pre-School is aware of the growth of internet use and the advantages this can bring. However, it is also aware of the dangers and strives to support children, staff, and families in using the internet safely. Please refer to the Digital Policy.

Please refer to Data Protection Policy & Confidentiality Section 2, Code of Conduct Policy Section 4 and Equality and Diversity & Inclusion Policy Section 8

This policy was adopted on	Signed on behalf of the pre-school	Date for review
6 th July 2021	Alison Simpson	6 th July 2022
	Alison Simpson	6 th July 2023

Section 11 – Accident & Injury Policy

At Charles Booth Pre-School we recognise that accidents or incidents may sometimes occur, therefore we have this policy in place to follow the procedures correctly to ensure all parties are supported and cared for.

It is the responsibility of all staff to ensure that any accidents are dealt with in a timely manner, it is also the responsibility of the manager to ensure that all practitioners have up to date first aid training. This will be updated every 3 years and certification of Paediatric First Aid will be stored in the office. The manager or deputy is responsible for making sure that all medical information and emergency contact details on the children's registration documents are up to date and accurate.

All staff must be aware of where the first aid box is situated and information must be displayed in the setting, to clearly inform parents/ guardians who are first aid qualified. The manager will check the first aid box each month to ensure that the box is fully stocked, if there are any items that need to be ordered this should be done as soon as possible

11.1 Accident/Incident

A member of staff should tend to the child as quickly as possible, assessing the child's medical needs and they should provide any first aid that is necessary. When an accident occurs, it is the responsibility of the first aider to determine whether the injury can be dealt with in the setting or if medical assistance is required. All staff should wear appropriate protective clothing such as an apron and gloves; these must be disposed of appropriately.

It is the member of staff who attended to the child that will need to fill out an accident form and ensure that this is given to the parent/guardian at the end of the day. Other staff that has witnessed the accident/incident may also countersign the accident form. Depending on the severity of the injury, a phone call may be necessary to the parent; this will be discussed between the member of staff who dealt with the child and the manager.

If the child's injuries need medical attention, the parent/guardian should be contacted immediately by the manager or deputy. 999 should be called and either the manager or deputy will accompany the child in the ambulance and the child's medical information, registration forms and comforter should be taken with them. It is important to remember to keep calm at all times. The manager/deputy manager will inform OFSTED of any major accidents that occur in the nursery and if the child has to go to hospital. We will inform OFSTED if a parent doesn't take their child to hospital after an accident that has occurred at pre-school. Where relevant such accidents will also be reported to the local authority environmental health department, or the Health and Safety Executive and their advice followed.

Ratios will be followed back at the centre to ensure all other children are safe and reassured.

11.2 Head Injuries/Blood/ Needle & Sharps Injury

If the child has a minor head injury we will complete a head injury form, as well as a head bump sticker and monitor the child every 10 minutes for an hour or depending on the injury. All head injuries should be reported to the manager

Always take precautions when cleaning wounds as some conditions such as Hepatitis or the HIV Virus can be transmitted via blood. Blood-borne infections may be transmitted to employees who injure themselves with needles, broken glass etc. For this reason, great care must be taken in the collection and disposal of this type of material. For the safety and well-being of the employees, ALL NEEDLES, BROKEN GLASS etc., SHOULD BE TREATED AS CONTAMINATED WASTE. If a needle is found the local authority must be contacted to deal with its disposal.

The pre-school treats its responsibilities and obligations in respect of health and safety as a priority and will provide on-going training to all members of staff which reflects best practice, and which shall be in line with current health and safety legislation.

11.3 Biting Procedure

In the event of a child being bitten there is a procedure which we will follow, to ensure that all families and children are involved are supported throughout. The child who has been bitten will be comforted and reassured throughout. First aid will be administered, where the bite will be thoroughly cleaned with an antiseptic wipe, and it will be held under cold water for a few minutes.

An accident form will be completed by the practitioner who witnessed the injury. Parents will be contacted by the manager or deputy where necessary. For confidentiality purposes and possible conflict, we do not disclose the name of the child, who has caused the bite, to the parents. The child that has bitten will also be examined to ensure their own health and safety.

11.4 Trips & Forest School

When children are taken on trips or an outing, we will always ensure they are accompanied by at least one member of staff who is trained in first aid and who carries an appropriate first aid box. An emergency trip phone will be taken to ensure that parents and appropriate services can be contacted. EpiPens will be contained in the first aid box, with the child's name on in an appropriate sealed bag. If a child is ill, the child's parent/guardian will be contacted and a decision will be made, putting the child at the centre.

During forest school sessions a first aid box will be taken with all the essentials needed to deal with outdoor injuries. Refer to Forest School First Aid list and Risk Assessment. An emergency mobile will also be taken, to ensure quick contact with any member of staff at the centre. All staff will be First aid trained.

Please refer to Health and Safety Policy Section 9, Safeguarding Policy Section 10 and Administration of Medication Policy Section 12

This policy was adopted on	Signed on behalf of the pre-school	Date for review
6 th July 2021	Alison Simpson	6 th July 2022
	Alison Simpson	6 th July 2023

Section 12 - Administration of Medication Policy

We at Charles Booth Pre-School promote the good health of children attending nursery and take necessary steps to prevent the spread of infection. We follow strict guidelines when dealing with medication of any kind in the nursery and these are set out below.

Any medication which is administered, needs to have a written parental/guardian permission form which will be filled out on the day of the child needing medication. This will clearly state, the type of medication, what time it needs to be administered, how much is given and a clear signature from the parent. Without this, medicine will not be given.

However, if a child becomes ill at pre-school the parent will be contacted and permission can be given over the phone to administer medicine such as Calpol. The medicine administration form must be signed again by the parent or carer when they are collecting their child.

If the manager or deputy feels that a child is too unwell to be at pre-school, then parents will be advised to collect their child to take home.

All staff that administer any medication will be First Aid qualified and a second member of staff will always witness the administration of medicine to ensure the safety of the child and practitioners involved.

All medication brought in, should be labelled with the child's name, clear instructions, and the dosage. This will be stored in the designated area out of reach from all children. If any medicine needs to be stored in the fridge, this will be stored in the upstairs fridge in a clear box.

A new entry on the permission slip should be completed where there is change in circumstances for a long-term medication. Staff can only administer medication for the length of time stated on the bottle; staff will not administer medication beyond this timescale unless we have a Doctor's letter.

If any controlled drugs, such as morphine, are brought into pre-school to be administered to the child, staff must advise parent to see the management team who will inform parents that they must return to Pre-School to administer. Under no circumstances is the medication stored at pre-school or administered by staff.

Medication forms will be kept safely and at hand for all practitioners to be able to look at, at the end of each day medicine must be given back to the parent/guardian. Parents are encouraged to bring their own medicine in for their child, however there will be a supply of fever relief medication (Calpol) and antihistamines (Piriton) on site, that practitioners will be able to administer with permission of parents/guardians. This will be checked at regular intervals by the manager or deputy to make sure that it complies with any instructions for storage and is still in date.

12.1 Procedures

To take appropriate action of children who become ill and to minimise the spread of infection we implement the following procedures:

- If a child becomes ill during the pre-school, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time, we care for the child in a quiet, calm area with their key person, wherever possible.

- We follow the guidance given to us by Public Health England (formerly the Health Protection Agency) in Guidance on Infection Control in Schools and other Child Care Settings and advice from our local health protection unit on exclusion times for specific illnesses, e.g., sickness and diarrhoea, measles and chicken pox, to protect other children in the pre-school
- Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to nursery until they have been clear for at least 48 hours. We notify Ofsted as soon as possible and in all cases within 14 days of the incident where we have any child or staff member with food poisoning. We inform all parents if there is a contagious infection identified in the pre-school, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection.
- We exclude all children on antibiotics for the first 48 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g. asthma and the child is not unwell) This is because it is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics.
- We have the right to refuse admission to a child who is unwell. Additionally, if a child has had Calpol or similar medication at home. This decision will be taken by the manager or deputy and is non-negotiable.
- We make information/posters about head lice readily available, and all parents are requested to regularly check their children's hair. If a parent finds that their child has head lice, we would be grateful if they could inform the nursery so that other parents can be alerted to check their child's hair.

12.2 Types of Medicine

- **Controlled Drugs:** We will not be storing any controlled drugs within the pre-school at any time. If a child requires administration of a controlled drug, then the parent must come along to the Pre-School to administer when required.
- **Non-Prescription Medicine:** All medications will be kept in a cupboard out of the children's reach; each child's medication will be kept in the "medication" container with the child's name on the bottle / box. Staff should record when medication comes into pre-school, detailing the name of medication, child's name, date when the medication was given to the setting and date returned home. For any non-prescription cream for skin conditions e.g., Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name.
- **Allergy Medication/Antihistamines:** These will be kept out of the children's reach and stored in the "medication" box with the child's name on the bottle / medication box. All details should be recorded on our medication record form. Returned home daily.
- **EpiPens:** Where a child requires an epi-pen for allergic reactions, the child must always carry one with them, the setting should also be issued with one if possible. Only members of staff who are trained to administer this medication will be allowed to do so.
- **Asthma Medications:** Each child's inhaler should be kept in our "medication" container; all details should be recorded on our medication record form. The form should also detail the date when the inhaler was given to the setting and returned home if applicable.

12.3 Staff

All practitioners have a responsibility to work with children only where they are fit to do so. Staff must not work with children where they are infectious or too unwell to meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes a person drowsy. If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability they must inform their line manager and seek medical advice. The manager will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication.

Where staff may occasionally or regularly need medication, any such medication must be kept in a separate locked container in the staff room or in cupboards within the room, where staff may need easy access to the medication such as an asthma inhaler. In all cases it must be stored out of reach of the children. Medical advice obtained by the individual or from an occupational health assessment.

12.4 Allergy & Allergic Reactions

Our aims are to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction

All practitioners will be aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis.

We ask parents to share all information about allergic reactions and allergies on child's registration form and to inform staff of any allergies discovered after registration. All staff will be informed of a child's allergies, and an allergy list will be devised and kept in every room where the child is as well as on the wall in the kitchen.

Where a child has a known allergy, the manager will carry out a full Allergy Risk Assessment Procedure with the parent prior to the child starting the pre-school and shares this assessment with all staff. The manager and parents will work together to ensure a child with specific food allergies receives no food at pre-school that may harm them.

Although each child will bring their own packed lunch, breakfast and tea will be provided. We are NOT a nut free setting; however, we ask all parents to carefully think about what they are putting in their child's packed lunch to avoid nuts, as there may be children within the setting with a severe nut allergy. If your child is lactose free or has any other dietary requirements, the manager or deputy will discuss your child's needs with you and an arrangement can be made to bring your own food and drink in for your child.

If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information in the incident book. If an allergic reaction requires specialist treatment, e.g., an EpiPen, this will be administered by a member of staff, all staff will be First Aid trained.

If a child is experiencing a severe allergic reaction, staff will immediately call 999 and seek medical support. Please Refer to Page 1 of Accident and Injury Policy for procedure

12.5 Exclusion Guidelines

In cases where a child, parent or member of staff is known to have contracted a contagious illness or infection that could affect other children or staff the pre-school will implement the following exclusion guidelines:

- Any child who has an illness that results in a greater need for care than members of staff can provide and who may be placing other children at risk will be excluded until such time as treatment has been received and the child is feeling better
- Any member of staff who has an illness that affects their ability to carry out their duties and who may be placing children or other members of staff at risk will be excluded until such time as treatment has been received and they are feeling better
- Any child or member of staff showing signs of fever, lethargy, or difficulty breathing or any other manifestations of severe illness will be excluded until such time as a diagnosis has been made and treatment received, and they are feeling better
- Gastric upset: exclusion for 48 hours after last attack of vomiting or diarrhoea
- Rash with fever or behavioural change: exclusion until medical advice has been sought and a determination of further infection is made
- Fever temperature above normal/throat infections: exclusion until 24 hours after fever has gone down without the use of medication.
- Shingles: exclusion until lesions are crusted
- Impetigo: exclusion for at least 48 hours after treatment has been received and spots are no longer weeping fluid
- Head lice: exclusion until treatment has been given
- Ring worm: those who have the infection in an exposed area such as the scalp and hands will be excluded for 1 week and permitted to return only after treatment has commenced. Those who have the infection on an area of the body that can be covered with clothing can return within 24 hours of starting treatment. They should not share clothing or towels and wash hands thoroughly after using the toilet and before eating.
- Threadworm: can return once treatment has been received
- Hand, foot, and mouth disease: exclusion until treatment has been received and last lesion has disappeared
- Influenza: exclusion until clinically well
- Chicken Pox: exclusion until spots have crusted over, usually 5 – 7 days
- Rubella: exclusion for 7 days after onset of rash
- Mumps: exclusion until 9 days after the first appearance of symptoms (most notable symptom is swelling of the glands)
- Whooping Cough: exclusion for 5 days if antibiotic course has been completed, if antibiotics have not been given exclusion will be 14 days
- Meningitis: exclusion until clinically well

All infectious illnesses must be reported to the manager who will advise of any exclusion period and make the decision to inform other parents and staff members. In certain circumstances the Care Inspectorate Officer for the setting may also be informed.

12.6 Sun Care Policy

At Charles Booth Pre-School we are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life. We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Children must have a clearly labelled sun hat which will be always worn whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e., with an extended back and side to shield children's neck and ears from the sun) to provide additional protection. The pre-school also has spare hats.
- Children must have their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date
- Parents are requested to supply light-weight cotton clothing for their children, which covers their child's shoulders, neck, and chest, which is suitable for the sun.
- Children's safety and welfare in hot weather is the pre-school prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight on very hot days
- We kindly request for all parents to apply cream to their child before coming to pre-school. Children will always have sun cream applied before going outside, after lunch, in the hot weather and at frequent intervals during the day .
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days, and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Shade will be provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to.

Please refer to Code of Conduct Policy Section 4, Health and Safety Policy Section 9, Safeguarding Policy Section 10 and Accident and Injury Policy Section 11

This policy was adopted on	Signed on behalf of the pre-school	Date for review
6 th July 2021	Alison Simpson	6 th July 2022
	Alison Simpson	6 th July 2023

Section 13 – Food & Drink

At Charles Booth Pre-School we believe that mealtimes should be happy, social occasions for children and staff alike. We promote shared, enjoyable positive interactions at these times. We are committed to offering children healthy, nutritious, and balanced meals and snacks which meet individual needs and requirements

13.1 Procedures

We will ensure that:

- A healthy breakfast (for children arriving 8 am – 8.45 am) and daily snacks are provided for children attending a full day at the pre-school
- We provide nutritious food at all snack times, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives, and colourings
- At teatime (4 pm) we will provide children with a light tea, this is not to replace mealtimes at home but provide children with a snack. These will be displayed on our display boards outside, on a monthly turn around.
- Parents are asked to provide a packed lunch for children. We request parents to follow and support their child's healthy lifestyle by providing food in line with the above. Please ensure that your child's lunch bag is labelled with a name.
- Fresh drinking water is always available and accessible. It is frequently offered to children intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated. Milk will also be given to children as an option during snack times.
- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences, and food allergies that a child has and any special health requirements before a child starts or joins the pre-school. Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary plan for their child. You are more than welcome to bring in your own foods/drinks if this meets the individual needs of your child. This must be labelled and dated, and we will ensure it gets stored correctly.
- We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks. Where appropriate, age/stage discussions will also take place with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods.
- Staff set a good example and they will eat with the children and show good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged
- Staff use meal and snack times to help children to develop independence through making choices and feeding themselves
- Staff support children to make healthy choices and understand the need for healthy eating
- We provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones

- We celebrate different festivals and celebrations and will incorporate these into our snack times. For example, Chinese New Year, we may supply Chinese snacks.
- Cultural differences in eating habits are respected
- Any child who shows signs of distress at being faced with a meal he/she does not like will have his/her food removed without any fuss. If a child does not finish his/her first course, he/she will still be given a helping of dessert.
- Children not on special diets are encouraged to eat a small piece of everything
- Children are given time to eat at their own pace and not rushed
- We promote positive attitudes to healthy eating through play opportunities and discussions
- No child is ever left alone when eating/drinking to minimise the risk of choking
- We will sometimes celebrate special occasions such as birthdays with the occasional treat of foods such as cake, sweets, or biscuits. These will be given at snack times. We do allow parents to bring in cakes on special occasions. We ensure that all food brought in from parents meets the above and health and safety requirements and ingredients that are listed within the Food Information for Consumers (FIR) 2014 and detailed in the allergens policy and procedure. Parents will be requested to provide us with a list of ingredients if the cake is homemade. Shop bought cakes must be in their box, which will list the ingredients.
- All staff who prepare and handle food are competent to do so and receive in-house training when necessary
- Children will be given the opportunity to participate in cooking activities with the staff, to introduce them to cooking and baking and encouraging them to try new foods. We will follow Health and Safety Procedures to ensure safety of children.
- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

Please refer to Equality, Diversity & Inclusion Policy Section 8, Health and Safety Policy Section 9 and Administration of Medication Policy Section 12

This policy was adopted on	Signed on behalf of the pre-school	Date for review
6 th July 2021	Alison Simpson	6 th July 2022
	Alison Simpson	6 th July 2023

Section 14 - Early Years Foundation Stage Policy (EYFS)

At Charles Booth Pre-School we recognise that children learn in different ways and at different rates and plan for this accordingly. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities. We provide a positive play environment for every child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society.

14.1 Procedure

We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity. We maintain a personalised record of every child's development, showing their abilities, progress, interests, and areas needing further staff or parental assistance.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin their reception year

We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of all children. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve.

We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

We will also provide children with small group and one to one opportunities with key staff, as well providing mathematic, letters and sounds group time. Circle time, social communication groups will also be key to supporting all children's personal, social and emotional skills.

Direct observation is supplemented by a range of other evidence to evaluate the impact that practitioners have on the progress children make in their learning including:

- Evidence of assessment that includes the progress of different groups of children
- Assessment on entry, including parental contributions
- Two-year-old progress checks (where applicable)
- On-going (formative) assessments, including any parental contributions
- The Early Years Foundation Stage Profile (where applicable) or any other summative assessment when children leave

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Partnership with Parents Policy. We build strong home links in order to enhance and extend children’s learning both within the nursery environment and in the child’s home. We share information about the EYFS curriculum with parents and signpost them to further support via the following websites:

<http://www.foundationyears.org.uk/>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs>

14.2 Key Person Procedure

As part of following the Early Years Foundation, a member of staff at pre-school will act as a key person to your child.

It is important to us at Charles Booth Pre-School that both you and your child feel happy and confident when visiting us, therefore we aim to create positive relationships between each key person and family. Your key person will be responsible for creating your child’s learning journey, as well as keeping up to date with their development in accordance with the EYFS.

We believe that it is important for your child to form a positive relationship with their key person, as well as all the staff as this will support them in settling into pre-school.

Please refer to Partnership with Parents Policy Section 5

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6 th July 2021	Alison Simpson	6 th July 2022
	Alison Simpson	6 th July 2023

Section 15 - Charles Booth Pre-School Privacy Notice

15.1 Introduction

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations. We will adhere to the principles of the General Data Protection Regulation when collecting and processing data about you and your child.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it. We are registered as a Data Controller for the purposes of complying with data protection regulations.

15.2 Personal Data

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Personal details that we collect about your child include:

- Your child's name, date of birth, address, health and medical needs, attendance information, development needs, and any special educational needs

Where applicable we will obtain child protection plans from social care and health care plans from health professionals.

We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal details that we collect about you include:

- Your name, home and work address, phone numbers, bank details, emergency contact details, and family details

This information will be collected from you directly in the registration and acceptance forms.

If you apply for up to 30 hours free childcare, we will also collect:

- Your national insurance number or unique taxpayer reference (UTR), if you are self-employed. We may also collect information regarding benefits and family credits that you are in receipt of.

Why we collect this information and the legal basis for handling your data

We use personal data about you and your child to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- Contact you in case of an emergency
- To support your child's wellbeing and development
- To manage any special educational, health or medical needs of your child whilst at our pre-school

- To carry out regular assessment of your child's progress and to identify any areas of concern
- To maintain contact with you about your child's progress and respond to any questions you may have
- To process your claim for up to 30 hours free childcare (only where applicable)
- To keep you updated with information about our services

With your consent, we will also record your child's activities for their individual learning record. This may include photographs and videos. You will have the opportunity to withdraw your consent at any time for images taken by confirming so in writing.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the onward school that your child will be attending.

15.3 Data Sharing

In order for us to deliver childcare services we will also share your data as required with the following categories of recipients:

- Ofsted – during an inspection or following a complaint about our services
- Banking services to process chip and pin and/or direct debit payments (as applicable)
- The Local Authority – Leicestershire County Council (where you claim up to 30 hours free childcare as applicable)
- The government's eligibility checker (as above)
- Our insurance underwriter (if applicable)
- Our pre-school software management provider (if applicable)
- Our bookkeeper/ accountants while preparing our accounts
- The school that your child will be attending on leaving Charles Booth Pre-School

We will also share your data if:

- We are legally required to do so, for example, by law, by a court or the Charity Commission.
- To enforce or apply the terms and conditions of your contract with us;
- To protect your child and other children; for example, by sharing information with social care or the police;
- It is necessary to protect our/or others' rights, property or safety
- We transfer the management of the pre-school; in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

We will never share your data with any other organisation to use for their own purposes

15.4 Data Protection

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

- Keeping child registration files in a locked filing cabinet
- Ensuring our computers are password protected
- Not disclosing or sharing information with other parties unless for reasons described above

15.5 Data Retention

- We retain your child’s personal data for up to 3 years after your child no longer uses our school, or until our next OFSTED inspection after your child leaves our pre-school
- Medication records and accident records are kept for longer according to legal requirements.

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements.

15.6 Your Rights

You have the right to:

- request access, amend or correct your/your child’s personal data
- request that we delete or stop processing your/your child’s personal data, for example where the data is no longer necessary for the purposes of processing; and
- Request that we transfer your, and your child’s personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments, or concerns about this privacy notice, or how we handle your data please contact us. If you continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk/

Changes to this notice We keep this notice under regular review. You will be notified of any changes where appropriate. This notice should be read in conjunction with our Data Protection Policy / Information Sharing Policy and Parent Consent form.

This policy was adopted on	Signed on behalf of the pre-school	Date for review
6 th July 2021	Alison Simpson	6 th July 2022
	Alison Simpson	6 th July 2023

Section 16 – Severe Weather & Emergency Plan Policy

In the event of disruption caused by severe weather conditions, public health incidents, significant damage to property, criminal activity or a disaster in the local community the prime concern of the pre-school will always be the safety of the children and staff. The decision as to whether to send a child to pre-school, however, must be at the discretion of the parents taking into account factors such as local road conditions.

We will always aim to remain open as we feel this is important to the children's education, however, we may not be able to guarantee a normal pre-school day.

There are certain factors which may lead to the pre-school closing, such as whether:

- There are sufficient members of staff to be able to provide satisfactory and safe care
- The severity of disruption
- The nursery building and grounds are safe for children, parents and staff
- The nursery has adequate heating, lighting and hot and cold running water
- The advice given by external agencies e.g. police/local government

If the safest decision is to close the nursery, a notification will be posted on the Charles Booth Pre-School & Grace Dieu Nursery Facebook Page. The nursery website will also be updated as soon as possible with the relevant information.

Children's safety in the pre-school:

If there is any question of children's safety being at risk, the pre-school has a responsibility in inclement weather to keep the children indoors.

This policy was adopted on	Signed on behalf of the pre-school	Date for review
6 th July 2021	Alison Simpson	6 th July 2022
	Alison Simpson	6 th July 2023

Section 17 - Sleep Policy

Sleep is important for children as it directly impacts on mental and physical development so, because of this; we will actively encourage parents to ensure that their child/children are receiving the amount of sleep they need.

It is a parent's decision how much their child has to sleep during the day however, whilst they are at the pre-school, we will not restrict a child from sleeping and we will not wake him/her before he/she is ready to do so.

17.1 Procedure

Children will be placed on their backs to sleep. However, if they turn from their back onto their stomach, they will be allowed to adopt whatever position they prefer. This is to ensure the children are not disturbed during this time.

We will visually check all children every 10 minutes, During these checks we will observe your child's skin – ensuring colour is normal - watch the rise and fall of their chest and observe breathing patterns and also look to see if your child is sleeping soundly. We will check for signs of overheating including flushed skin colour, and by touch and we will monitor restlessness.

Steps will be taken to prevent children from getting too warm or overheating by regulating the room temperature so it is between 68 – 75 degrees F – sometimes during very hot weather we may not be able to do this but will endeavour to find ways of cooling the children. We will avoid the use of excess bedding.

Children will however be required to bring their own bedding. Sleep mats will be provided by the pre-school.

17.2 Sleep Research

It has been proven that if children are left to sleep during the day and their time is not limited, they will sleep more soundly during the night. Sleep is a vital need, essential to a child's health and growth. Sleep promotes alertness, memory, and performance. Children who get enough sleep are more likely to function better and are less prone to behavioural problems and moodiness.

Limiting your child's sleep can lead to serious health consequences and can jeopardize their safety. Researchers Michael H. Bonnet and Donna L. Anand indicate that: 'There is strong evidence that sufficient shortening or disturbance of the sleep process compromises mood, performance and can result in injury.'

Harvard researchers found that taking a daytime sleep has a benefit similar to that of night time sleep and that, combining with night time sleeping, it has twice the effect.

Researchers have proven that the body clock has two distinct dips in alertness within 24 hours – 2 am and 2 pm. So, if a child has not been given the opportunity to sleep for the amount, they require they will of course become tired and irritable. However, we will not actively encourage alert children to have a sleep after dinner unless you specifically ask us to, this is to ensure they get the most out of their time at Pre-School and do not lie awake.

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	Alison Simpson	6 th July 2023

Section 18 - Student Placement Policy

The pre-school recognises that qualifications and training make an important contribution to the quality of the care and education provided by Early Years settings. As part of our commitment to quality, we offer placements to students undertaking Early Years' qualifications and training.

Declaration of our aims

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

- We require students to meet the 'suitable person' requirements of Ofsted
- We require schools placing students under the age of 17 years with the setting to vouch for their good character
- We always supervise students and do not allow them to have unsupervised access to children
- Students who are placed in our setting are not counted in our staffing ratios
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers
- We co-operate with students' tutors to help students to fulfil the requirements of their course of study
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures
- We communicate a positive message to students about the value of qualifications and training
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting

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