



Cottontails
Pre-school

Policies and Procedures

October 2017

Contents

Introduction.....	5
1.0 Child Protection.....	7
1.1 Children’s rights and entitlements.....	7
1.2 Safeguarding children and child protection	10
1.3 Looked after children	20
1.4 Uncollected child.....	24
1.5 Missing child.....	27
1.6 Online safety (including the use of mobile phones and cameras).....	31
1.7 Lockdown policy	36
2.0 Suitable People.....	40
2.1 Employment.....	40
2.2 Student placements.....	43
3.0 Staff Qualifications, Training, Support and Skills	45
3.1 Induction of staff, volunteers and managers.....	45
3.2 Staff supervision and appraisal policy	47
3.3 First aid.....	50
3.4 Whistle blowing.....	53
4.0 Key Person	55
4.1 The role of the key person and settling-in	55
5.0 Staff:Child Ratios	59
5.1 Staffing	59
6.0 Health	62
6.1 Administering medicines.....	62
6.2 Managing children who are sick, infectious, or with allergies.....	67
6.3 Recording and reporting of accidents and incidents.....	72
6.4 Nappy changing.....	76

6.5	Food and drink.....	78
6.6	Food hygiene.....	81
7.0	Managing Behaviour	84
7.1	Promoting positive behaviour.....	84
8.0	Safety and Suitability of Premises, Environment and Equipment.....	90
8.1	Health and safety general standards.....	90
8.2	Maintaining children’s safety and security on premises.....	96
8.3	Equipment and resources	98
8.4	Supervision of children on outings and visits.....	99
8.5	Risk assessment.....	103
8.6	Fire safety and emergency evacuation	107
8.7	Animals in the setting.....	110
8.8	No-smoking	112
8.9	Emergency plan during forced closure.....	114
8.10	Staff personal safety including home visits	116
9.0	Equal Opportunities.....	119
9.1	Valuing diversity and promoting inclusion and equality	119
9.2	Supporting children with special educational needs	125
9.3	British values	128
9.4	Babysitting.....	132
1.1.	Admissions	134
9.5	Fee Payment	139
9.6	Reserve funds policy	141
10.0	Information and Records	143
10.1	Parental involvement.....	143
10.2	Children’s records	147
10.3	Provider records.....	150

10.4 Transfer of records to school..... 153

10.5 Confidentiality and client access to records..... 156

10.6 Information sharing 160

10.7 Working in partnership with other agencies..... 165

10.8 Making a complaint 167

Introduction

This document contains the policies and procedures that we have in place at Cottontails Pre-school. These ensure that the childcare that we provide meets the regulations set out by the Statutory Framework for the Early Years Foundation Stage (EYFS) and Ofsted registration, and that the childcare is of high quality.

All staff, volunteers and parents are obliged to follow the policies and procedures for Cottontails Pre-school. Many of the policies have been set out by the Pre-school Learning Alliance, of which Cottontails Pre-school is a member. Our policies and procedures are reviewed at least annually, and we welcome input into them from staff and parents.

Our policies and procedures are divided into sections based on the ten overarching Safeguarding and Welfare Requirements within the EYFS, some of which are broken down into further headings, as follows:

- **Child protection**

Providers must be alert to any issues for concern in the child's life at home or elsewhere. Providers must have and implement a policy, and procedures, to safeguard children.

- **Suitable People (also covering Disqualification and Staff Taking Medication/Other Substances)**

Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles.

- **Staff Qualifications, Training, Support and Skills**

The daily experience of children in early years settings and the overall quality of the provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities.

- **Key Person**

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

- **Staff:Child Ratios**

Staffing arrangements must meet the needs of children and ensure their safety.

- **Health (also covering Medicines, Food and Drink and Accident or Injury)**

The provider must promote the good health of children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection and take appropriate action if children are ill.

- **Managing Behaviour**

Providers must have and implement a behaviour management policy, and procedures.

- **Safety and Suitability of Premises, Environment and Equipment (also covering Safety, Smoking, Premises, Risk Assessment and Outings)**

Providers must ensure that their premises, including outdoor spaces, are fit for purpose. Providers must have, and implement a health and safety policy, and procedures, which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

- **Equal Opportunities**

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

- **Information and Records (also covering Information About the Child, Information for Parents and Carers, Complaints, Information About the Provider and Changes that Must be Notified to Ofsted)**

Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

1.0 Child Protection

1.1 Children's rights and entitlements

Policy statement

At Cottontails Pre-school

- We promote children's right to be *strong, resilient and listened to* by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be *strong, resilient and listened to* by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be *strong, resilient and listened to* by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

What it means to promote children's rights and entitlements to be 'strong, resilient and listened to'.

To be **strong** means to be:

- secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;
- self assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong in early years settings and in community life;
- confident in abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- to be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and

- to participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be **resilient** means to:

- be sure of their self worth and dignity;
- be able to be assertive and state their needs effectively;
- be able to overcome difficulties and problems;
- be positive in their outlook on life;
- be able to cope with challenge and change;
- have a sense of justice towards self and others;
- develop a sense of responsibility towards self and others; and
- be able to represent themselves and others in key decision making processes.

To be **listened to** means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- adults respect children’s rights and facilitate children’s participation and representation in imaginative and child centred ways in all aspects of core services.

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

1.2 Safeguarding children and child protection

(Including managing allegations of abuse against a member of staff)

Policy statement

At Cottontails Pre-school, we fully recognise the responsibility to have arrangements in place to safeguard and promote the welfare of all children.

Through their day-to-day contact with children and direct work with families, all staff, students and volunteers at Cottontails have a crucial role to play in noticing indicators of possible abuse or neglect and in referring them to the Designated Person for Child Protection. This policy sets out how Cottontails complies with statutory responsibilities relating to safeguarding and promoting the welfare of children who attend the setting.

There are four main elements to our policy:

1. **Prevention** through the support offered to children and the creation and maintenance of a whole-setting protective ethos.
2. **Procedures** for identifying and reporting cases, or suspected cases of abuse.
3. **Supporting children** who may have been abused or witnessed violence towards others.
4. **Promoting a protective ethos.** Our policy applies to all staff, paid and unpaid, working in Cottontails Pre-school, including volunteers. Concerned parents may also contact Cottontails' Designated Person/s for Child Protection.

1. Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. At Cottontails Pre-school, we will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are actively listened to.
- Ensure children know that there are adults in Cottontails whom they can approach if they are worried or in difficulty.

2. Procedures

We will follow Cambridgeshire Local Safeguarding Children Board (LSCB)* procedures, which can be accessed online: <http://www.cambridgeshire.gov.uk/lscb/> (www.cambslscb.org.uk). The setting has regard for Working Together to Safeguard Children 2015 and What to Do if You are Worried a Child is Being Abused 2015 (Department for Education).

The Designated Persons for Child Protection at Cottontails Pre-school are:

- **Emma Pell**, or **Laura Norman** in her absence
- **Helen McLachlan** is our designated officer (member of the management committee) who oversees this work.

Cottontails Pre-school will:

- Ensure it has a Designated Person for Child Protection on site at every session, who has undertaken, as a minimum, the two-day child protection training course.
- Ensure this training is updated every three years.
- Recognise the importance of the role of the Designated Person and ensure she/he has the time and training to undertake her/his duties.
- Ensure there are contingency arrangements should the Designated Person not be available (another Designated Person will be on site).
- Ensure that the Designated Person has access to Social Care at the Local Authority for 'what if' conversations. The Emergency Duty Team (out of hours) is also available
- Ensure that the Designated Person has access to the Early Years Safeguarding Advice Line

The roles of staff and management

Cottontails will ensure every member of staff knows:

- The name of the Designated Person and her/his role.
- How to pass on and record concerns about a child.

* LSCBs bring together representatives of each of the main agencies and professionals responsible for helping to protect children from abuse and neglect in a given area. The LSCB is a multi-agency forum set up to agree how the different services and professional groups should cooperate to safeguard children in that area, and for making sure that arrangements work effectively to bring about good outcomes for children.

- That they have an individual responsibility for referring child protection concerns to relevant agencies and within the timescales set out in LSCB procedures.

Training will be provided for all staff from the point of their induction, and Cottontails Pre-school will ensure that it is updated every three years at a minimum. Training made available must enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond to these in a timely and appropriate way. These may include:

- Significant changes in children's behaviour.
- Deterioration in children's general well-being.
- Unexplained bruising, marks or signs of abuse or neglect.
- Children's comments which give cause for concern.
- Pattern of absences or frequent absences.
- Any reasons to suspect neglect or abuse outside the setting for example in the child's home.
- Inappropriate behaviour displayed by other members of staff or any other person working with the children.

Liaison with other agencies

Cottontails Pre-school will work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance and written reports at child in need, Team Around the Family (TAF) meetings and child protection conferences and core groups.

Record keeping

Cottontails Pre-school will keep clear, detailed written records of concern about children's welfare using the Log of Concern Form (noting the date, event and action taken). Cottontails will ensure all records are kept secure and in locked location. Parents do not have an automatic right to access child welfare records and consideration will be given as to what the consequences of information sharing might be. Unless it would place the child at risk of significant harm, parents will be informed that a Log of Concern Form has been completed, where it will be stored and what will happen to it when the child leaves Cottontails Pre-school.

When the child about whom there have been child welfare concerns (whether subject to a child protection plan or not) leaves Cottontails Pre-school or transfers to school, the child's child welfare file will be transferred to the receiving school or setting using the following protocol:

- The file will be marked 'confidential, addressee only' and sent to the Designated Person, if known, of the receiving setting or school. The file will be delivered by hand if possible; otherwise sent by delivery that can be tracked and signed for.
- Cottontails Pre-school will contact the receiving setting/school by telephone to make them aware that there is a child welfare file and, once sent, ask them to confirm as soon as possible that they have received the file. We will keep a record that the file has been received in order to be able to identify its location.
- Parents will be made aware that child welfare records will be transferred, unless this would place the child at risk of acute harm.
- Cottontails Pre-school will not keep a copy of transferred records but will keep a record of the current file location and date the file was transferred.
- If individual child welfare files cannot be transferred for any reason, Cottontails Pre-school will archive them for 25 years from the child's date of birth.

Confidentiality and information sharing

Staff will ensure confidentiality and that relevant and proportionate information is shared appropriately. Cottontails Pre-school works within the guidelines set out in Information Sharing Advice for Safeguarding Practitioners 2015 (Department for Education).

- The Designated Person may disclose any information about a child to other members of staff on a 'need to know' basis only.
- All staff must be aware that they have a professional responsibility to share relevant and proportionate information with other agencies in order to safeguard children.
- If a child discloses information that may indicate that they are at risk of abuse or neglect, the staff member will be clear that they cannot promise to keep the information a secret. The staff member will be honest to the child and explain that it will be necessary to tell someone else in order to help them and keep them safe.

Communication with parents

Cottontails will:

- Undertake appropriate discussion with parents prior to involvement of another agency, unless the circumstances may put the child at further risk of harm. If in any doubt, staff will seek advice from Social Care as required.

- Ensure that all parents/carers have an understanding of the responsibility placed on the setting and staff for safeguarding and child protection by ensuring that they receive a copy of this policy when registering their child at Cottontails Pre-school.
- Record on the log of concern form what discussions have taken place with parents and if a decision was made not to discuss the matter with parents, the reason why not.

3. Supporting children

We recognise that children who are abused or witness abuse may find it difficult to develop a sense of self-worth and trust those around them.

We recognise that some children may adopt inappropriate or abusive behaviours and that these children may be referred on for appropriate support and intervention.

Cottontails Pre-school will endeavour to support the child through:

- Activities to encourage self-esteem and self-motivation.
- An ethos that actively promotes a positive, supportive and secure environment that values people.
- A behaviour policy aimed at supporting all children. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the child's sense of self worth. Cottontails will ensure that the child knows that some behaviour is unacceptable but she/he is valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies which support the child and family such as Social Care and Locality Teams.
- A commitment to develop partnerships with parents.
- Recognition that children living in a home environment where there is domestic abuse/violence, mental ill-health or substance misuse may be vulnerable and in need of support and protection.
- Monitoring children's welfare, keeping records and seeking advice or making a referral to other agencies, e.g. Social Care, when necessary.

Children with Disabilities

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Cottontails staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to signs of abuse.

Prevention of Radicalisation

The Government Prevent Strategy, has raised awareness of the specific need to safeguard children, young people and families from violent extremism. The Counter-terrorism and Security Act, 2015 places a duty on professionals have due regard to the need to prevent people from being drawn into terrorism.

If a member of staff has concerns that a child, parent or staff member may be at risk of radicalisation or involvement in terrorism, they will speak with the Child Protection Designated Person.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities.

Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

If CSE is suspected, Cottontails Pre-school will complete a Log of Concern form and make a referral to Social Care.

Female Genital Mutilation (FGM)

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is carried out on children between the ages of 0–15, depending on the community in which they live. FGM is extremely harmful and has short and long term effects on physical and psychological health.

FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

Cottontails Pre-school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.

4. Promoting a protective ethos

Cottontails will create an ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to. This will be achieved in the following ways:

- All staff, including the Designated Persons, are trained regularly to ensure skills and knowledge are up-to-date.
- Staff know how to respond to child protection concerns.
- Contribution to an inter-agency approach to child protection by working effectively and supportively with other agencies.
- Raising children's awareness and actively promoting self-esteem building, so that children have a range of strategies and contacts to ensure their safety.
- Using personal safety programmes, such as Protective Behaviours, NSPCC PANTS campaign and the Early Years Service 'Children's Safety Matters' training and resources.
- Working with parents to build an understanding of the setting's responsibility to the welfare of the children.
- Ensuring the relevant policies are in place, i.e. the use of mobile phones and cameras, behaviour management, intimate care, whistle-blowing, social networking.
- Being vigilant to the inappropriate behaviour of staff or adults working with children and ensuring that all staff and volunteers know the allegations procedure and relevant contacts.
- Staff acting as positive role models to children and young people.
- Ensuring staff are aware of the need to maintain appropriate and professional boundaries in their relationships with children and parents/carers.

Preventing unsuitable people from working with children

Cottontails Pre-school has a duty to ensure that people looking after children are suitable to fulfill the requirements for their role. Cottontails will follow safer recruitment practices including verifying qualifications and ensuring appropriate DBS and reference checks are undertaken. We will not allow people whose suitability has not been checked, to have unsupervised contact with children.

Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting).

The following members of staff/committee have undertaken Safer Recruitment training:

- Emma Pell
- Helen McLachlan, John Quinn (committee members)

Disqualification By Association (DBA) – Cottontails Pre-school has a responsibility to ensure staff are suitable to work with children and not disqualified. All staff will need to declare (using the setting DBA

declaration form) if they live in the same household as someone who is disqualified. Staff that may be disqualified may apply to Ofsted for a “waiver” of disqualification but cannot work in the setting until a waiver is confirmed.

Cottontails will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the setting and that notification of any concerns is made to the relevant agencies, the Disclosure and Barring Service (DBS) and included in references where applicable

For further information, refer to our safer recruitment policy.

5. Whistleblowing

Cottontails has a separate whistle-blowing policy which aims to help and protect both staff and children by:

- Preventing a problem getting worse;
- Safeguarding children and young people;
- Reducing the potential risks to others.

The earlier a concern is raised, the easier and sooner it is possible for the setting to take action.

The responsibility for expressing concerns about unacceptable practice or behaviour rests with all staff, students and volunteers.

6. Allegations of abuse against adults who work or volunteer in Cottontails Pre-school

If an allegation is made against a staff member or volunteer, the following action will be taken (as per the ‘Allegations of Abuse against Adults who Work or Volunteer in a Childcare Setting’ flowchart and guidance):

- Cottontails will ensure the immediate safety of the children.
- The setting will not start to investigate and will immediately contact the Early Years Safeguarding Manager (if the Early Years Safeguarding Manager is not contactable, the Local Authority Designated Officer (LADO) should be contacted direct).
- The Early Years Safeguarding Manager will discuss the case with the LADO, who will decide if it could be a child protection case.
- If the LADO decides the matter is a child protection case, external/internal agencies (e.g. police) will be informed by the LADO and Cottontails will act upon the advice given to ensure that any investigation is not jeopardised.
- The setting will notify Ofsted of an allegation of abuse.

- It may be necessary for the employer to suspend the alleged perpetrator. Suspension is a neutral act to allow a thorough and fair investigation.
- If it is agreed that the matter is not a child protection case, the setting will investigate the matter and feed back the outcome of the investigation to the Early Years Safeguarding Manager and Ofsted.

7. Management child protection responsibilities

The committee fully recognise their responsibilities with regard to child protection and safeguarding and promoting the welfare of children. They will:

- Designate a committee member for child protection who will monitor the setting's child protection policy and practice and champion good practice in relation to child protection and safeguarding.
- Ensure that this policy is annually reviewed in conjunction with the setting's Designated Person/s.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act 2006
- The Counter-terrorism and Security Act, 2015

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance
- Childcare (Disqualification) Regulations 2009
- Children and Families Act 2014
- Serious Crime Act 2015

Further Guidance

- Working Together to Safeguard Children (2015)
- What to do if you are Worried a Child is Being Abused (DfE 2015)

- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Guidance for Practitioners providing Safeguarding Services (DfE 2015)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance: for England and Wales (HMG 2015)
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On		<i>(date)</i>
Date to be reviewed		<i>(date)</i>
Signed on behalf of the provider		
Name of signatory		
Role of signatory (e.g. chair, director or owner)		
Reviewed on		
Signed on behalf of the provider		
Name of signatory		
Role of signatory (e.g. chair, director or owner)		
Reviewed on		
Signed on behalf of the provider		
Name of signatory		
Role of signatory (e.g. chair, director or owner)		

1.3 Looked after children

Policy statement

At Cottontails Pre-school, we are committed to providing quality provision based on equality of opportunity for all children and their families. All of our staff are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being.

Most local authorities do not place children under five with foster carers who work outside the home; however there are instances when this does occur or where the child has been placed with another family member who works.

At Cottontails, we place emphasis on promoting *children's right to be strong, resilient and listened to*. Our policy and practice guidelines for looked after children are based on these two important concepts, *attachment and resilience*. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness *to* learning and are the basis in developing positive dispositions *for* learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.

- We offer places to two-year-old children in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is the designated child protection co-ordinator.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as:
 - the child's emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - the child's sense of self, culture, language(s) and identity – and how this is to be supported;
 - the child's need for sociability and friendship;
 - the child's interests and abilities and possible learning journey pathway; and
 - how any special needs will be supported.

- In addition the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required;
 - wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days, alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Further guidance

- Guidance on the Education of Children and Young People in Public Care (DfEE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)
- Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

1.4 Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day at Cottontails Pre-school, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures in the event that their children are not collected from Cottontails by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, we follow the following procedures:

- The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting – and whose telephone numbers are recorded on the Registration Form – are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
 - If no-one collects the child after the setting has closed and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
We contact our local authority children's social care team, Cambridgeshire Direct, tel. **0345 045 5203** (office hours 8.00am – 5.00pm). Out of these hours, Cambridgeshire Direct will transfer calls to the Emergency Duty Team.
 - The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
 - Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
 - Under no circumstances will staff go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
 - Ofsted may be informed, tel. **0300 123 4666**.
 - Regular late collection of a child from pre-school causes problems with staffing and adult to child ratios in subsequent sessions. We therefore have a late collection fee in place for parents/carers who persistently collect their child late from pre-school. A warning will be given on the first two occasions of late collection, with subsequent late collections charged at £5 for each 5 minutes, or part thereof, that the parent/carer is late.

Other useful Pre-school Learning Alliance publications

- Safeguarding Children (2010)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>

1.5 Missing child

Policy statement

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

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the pre-school manager.
- The pre-school manager calls the police and reports the child as missing and then calls the parent.
- The pre-school manager will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The pre-school manager talks to the staff to find out when and where the child was last seen and records this.
- The pre-school manager contacts the chairperson and reports the incident. The chairperson comes to the setting immediately to carry out an investigation, with the management committee where applicable.

Child going missing on an outing

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

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

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The pre-school manager is contacted immediately (if not on the outing) and the incident recorded.
- The pre-school manager contacts the police and reports the child as missing.

- The pre-school manager contacts the parent, who makes their way to the setting or outing venue as agreed with the pre-school manager.
- Staff take the remaining children back to Cottontails Pre-school.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The pre-school manager contacts the chairperson and reports the incident. The chairperson comes to the setting immediately to carry out an investigation, with the management committee where applicable.
- The pre-school manager or a member of staff may be advised by the police to stay at the venue until they arrive.

The investigation

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

Managing people

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

This policy was adopted by

Cottontails Pre school

(name of provider)

On

(date)

Date to be reviewed

(date)

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

1.6 Online safety (including the use of mobile phones and cameras)

Policy statement

At Cottontails Pre-school, we take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

Procedures

- Our designated person responsible for co-ordinating action taken to protect children is **Emma Pell**.

Information Communication Technology (ICT) equipment

- Only ICT equipment belonging to Cottontails is used by staff and children.
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection installed.
- The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

Internet access

- Children do not normally have access to the internet and never have unsupervised access.
- If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents who are shown this policy.
- The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- Children are taught the following stay safe principles in an age appropriate way prior to using the internet:
 - only go on line with a grown up
 - be kind on line
 - keep information about me safely
 - only press buttons on the internet to things I understand
 - tell a grown up if something makes me unhappy on the internet
- Designated persons will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.

- If a second hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
- All computers for use by children are located in an area clearly visible to staff.
- Children are not allowed to access social networking sites.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.
- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at www.ceop.police.uk.
- The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
- If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0800 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or www.childline.org.uk.

Email

- Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children.
- Staff send personal information by encrypted email and share information securely at all times.

Mobile phones – children

- Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in a locked box until the parent collects them at the end of the session.

Mobile phones – staff and visitors

- Personal mobile phones are not used by our staff on the premises during working hours. They will be stored in a locked tin.
- In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager.
- Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.

- If our members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. We make an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present.
- These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.

Cameras and videos

- Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children.
- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.

Social media

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct.
- In the event that staff name the organisation or workplace in any social media they must do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.

- Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

Electronic learning journals for recording children’s progress

- Managers seek permission from the senior management team prior to using any online learning journal. A risk assessment is completed with details on how the learning journal is managed to ensure children are safeguarded.
- Staff adhere to the guidance provided with the system at all times.

Use and/or distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
- Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague’s or others’ behaviour are reported (as above).

Further guidance

- NSPCC and CEOP *Keeping Children Safe Online* training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

Other useful Pre-school Learning Alliance publications

- Safeguarding Children (2013)
- Employee Handbook (2012)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

1.7 Lockdown policy

Policy statement

At Cottontails Pre-school, we recognise the potentially serious risks to children, staff and visitors in emergency or harmful situations. Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of children and staff (including volunteers and visitors) in the pre-school. Our procedures aim to minimise disruption to the learning environment whilst ensuring the safety of all children and staff.

A lockdown may take place where there is a perceived risk of threat to the pre-school, our staff, children, visitors or property, including:

- An intruder on the pre-school site;
- A reported incident/civil disturbance in the local community with the potential to pose a risk to children and/or staff;
- A warning being received regarding a risk locally of air pollution (smoke plume, gas cloud etc);
- A major fire in the vicinity of the pre-school;
- The close proximity of a dangerous dog roaming loose.

Lockdown procedures will be practised from time to time so that staff are familiar with them.

Lockdown procedure

Partial lockdown

Alert to staff: 'Partial Lockdown'

This may be as a result of a reported incident/civil disturbance in the local community with the potential to pose a risk to staff and pupils in the school. It may also be as a result of a warning being received regarding the risk of air pollution, etc.

Immediate action:

- The pre-school manager/deputy will inform all members of staff and other users of the building of the partial lockdown;
- All children and staff outdoors will be brought inside;
- Staff and children to stay in the building;
- Staff members secure all external doors and windows;

- Head count of children and register taken;
- Free movement may be permitted within the building dependent upon circumstances;
- The chair of the management committee and members of staff expected at the setting will be informed of the situation;
- If the partial lockdown persists, parents/carers of children in session will be informed as soon as possible;
- Arrangements for collecting children will depend on the situation and will be relayed to parents/carers by our staff team.

All situations are different; once all staff and children are safely inside, the Pre-school manager or her deputy will conduct an ongoing and dynamic risk assessment based on advice from the emergency services. This can then be communicated to staff and children. Partial lockdown is a precautionary measure but puts the pre-school in a state of readiness (whilst retaining a degree of normality) should the situation escalate. Emergency services will advise as to the best course of action in respect of the prevailing threat.

Full lockdown

Alert to staff: 'Full lockdown'

This signifies an immediate threat to the pre-school and may be an escalation of a partial lockdown.

Immediate action:

- The pre-school manager/deputy will inform all members of staff and other users of the building of the full lockdown;
- The pre-school manager/deputy will call 999 for assistance;
- All children and staff will be brought inside;
- All staff and children to stay in the building;
- Staff members secure all external doors and internal doors leading to the rooms in use by the pre-school including the kitchen door, secure all windows, and draw the blinds;
- Children sit quietly out of sight in the main room, kept calm by staff members;
- Designated staff member to collect medical box, register, and mobile phone;
- Head count of children and register taken;
- The chair of the management committee and members of staff expected at the setting will be informed of the situation;

- At no time will staff attempt to physically remove an unwanted visitor;
- Parents of children in session will be informed as soon as practical.

The pre-school will remain in lockdown until the lockdown has been lifted by the pre-school manager or her deputy, or by the emergency services. It will not be possible to collect children from the pre-school during full lockdown.

After any emergency situation at pre-school, the pre-school manager and management committee will attempt to encourage all staff, families and volunteers that may have been affected by the emergency to get in contact with relevant support agencies.

Should evacuation of the pre-school be required, our emergency evacuation procedure will be followed (as written in policy 8.6 Fire safety and emergency evacuation).

We have separate policies and procedures for our Forest School sessions as detailed in our Forest School handbook.

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On		<i>(date)</i>
Date to be reviewed		<i>(date)</i>
Signed on behalf of the provider		
Name of signatory		
Role of signatory (e.g. chair, director or owner)		
Reviewed on		
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Reviewed on		
Signed on behalf of the provider		
Name of signatory		

Role of signatory (e.g. chair, director or owner)

2.0 Suitable People

2.1 Employment

(Including suitability, contingency plans, training and development)

Policy statement

We meet the Safeguarding and Welfare requirements of the Early Years Foundation Stage ensuring that our staff are appropriately qualified and we carry out checks for criminal and other records through the Disclosure and Barring Service in accordance with statutory requirements.

Procedures

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Disclosure and Barring Service for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before or at any time during their employment with us.

Disqualification

- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Changes to staff

- We inform Ofsted of any changes in the person responsible for our setting.

Training and staff development

- Our setting manager and deputy hold the CACHE Level 3 Diploma in Pre-school Practice or an equivalent qualification and a minimum of half of our staff hold the CACHE Level 2 Certificate in Pre-school Practice or an equivalent or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Pre-school Learning Alliance and external agencies.
- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- Our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with their contract of employment.

- We have contingency plans to cover staff absences, as follows:
 - 1) Contact staff not on duty that day
 - 2) Contact bank/agency staff
 - 3) Contact Committee members (all DBS-checked)
 - 4) Request parent helpers.

Other useful Pre-school Learning Alliance publications

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
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Name of signatory	_____	
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Reviewed on	_____	
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Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

2.2 Student placements

Policy statement

At Cottontails Pre-school, we recognise that qualifications and training make an important contribution to the quality of the care and education provided by early years providers. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

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.

Procedures

- We require students on qualification courses to meet the 'suitable people' requirements of Ofsted and have DBS checks carried out.
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We supervise students under the age of 17 years, and those on short term placement who have not had a DBS check carried out, at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Students and apprentices, over the age of 17, who are undertaking a level 3 qualification may be considered to be counted in the ratios if our manager deems them to be suitably qualified and experienced.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order 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.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

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On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
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Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

3.0 Staff Qualifications, Training, Support and Skills

3.1 Induction of staff, volunteers and managers

Policy statement

We provide an induction for all staff, volunteers and managers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

NB. We class regular volunteers to be those who volunteer at least once per fortnight.

Procedures

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all staff and volunteers, including management committee members.
 - Familiarising with the building, health and safety, fire and evacuation procedures.
 - Ensuring our policies and procedures have been read and are carried out.
 - Introduction to parents, especially parents of allocated key children where appropriate.
 - Familiarising them with confidential information where applicable in relation to any key children.
 - Details of the tasks and daily routines to be completed.
- The induction period lasts at least two weeks. The Pre-school manager inducts new staff and volunteers. The chairperson inducts new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.

Other useful Pre-school Learning Alliance publications

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

3.2 Staff supervision and appraisal policy

Policy statement

Supervision and appraisal are formal and recorded processes through which the professional actions of staff are examined and regularly reviewed. They provide a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents.

Supervision and appraisal act as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development. Furthermore, supervision and appraisal enable managers and staff to examine and reflect on the quality of their practice and to facilitate discussion.

It is the policy of Cottontails Pre-school that supervision meetings are held every half term for each staff member and an appraisal is held once per year.

Procedures

At Cottontails Pre-school our members of staff are supervised by their designated line manager and supervision agreements are drawn up for all staff. Each member of staff has a supervision file which holds a copy of the supervision agreement and their supervision record form. The supervision file is retained by the Pre-school manager and stored securely at all times. This file also contains records of appraisals. A copy of the supervision/appraisal record form is provided to the staff member. Supervision and appraisal meetings are conducted in line with existing procedures and are held in a confidential space suitable for the task.

During **supervision** meetings:

- staff can discuss any issues, particularly concerning children's development or well-being. Where concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken – these are recorded on the child's file and may include support from external agencies;
- staff can identify solutions to issues as they arise;
- staff can receive coaching to improve their personal effectiveness;
- staff can discuss any concerns they have about inappropriate behaviour displayed by colleagues;
- the manager and staff member will discuss the current workload, concerns/team issues, training/development, any additional concerns/issues such as sickness/absences and any achievements since the last supervision;
- the manager and staff member will look at the targets set and will assess the level of progress made

towards these targets. Actions may be written as a result of this discussion. For example, further training or more frequent supervision meetings may be suggested;

- staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting. Any new information is referred immediately to our Pre-school manager/deputy manager who will follow our safeguarding procedures;
- all aspects of supervision must ultimately focus on promoting the interests of children.

During the annual **appraisal** meeting, the manager and staff member will discuss the following points:

- Has the member of staff met the targets set from the previous year?
- Which areas has the member of staff succeeded or made improvements on in the last year?
- Which aspects of the current role has the member of staff enjoyed?
- What steps has the member of staff taken in the last year to promote their personal and professional development?
- New targets to be set for the following year.
- What does the setting and/or member of staff need to do to achieve these targets?
- What are the member of staff's career aspirations?

In addition to the above information, it is important that staff members continue to raise concerns as they arise and not wait until their termly supervision meeting or annual appraisal.

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On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

3.3 First aid

Policy statement

At Cottontails Pre-school staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises or on an outing at any one time. Newly qualified staff who achieved an early years qualification at level 2 or 3 on or after 30 June 2016 also have a paediatric first aid certificate in order to be counted in the adult:child ratios. The first aid qualification includes first aid training for infants and young children .We have evidence of due diligence when choosing first aid training and ensure that it is relevant to adults caring for young children. We aim for all Cottontails staff to hold a first aid qualification.

Procedures

Our first aid kits

Our primary first aid kit is accessible to adults at all times and complies with the Health and Safety (First Aid) Regulations 1981 and current Ofsted regulations. We keep an ice pack in the fridge and an additional first aid kit is accessible during outside activities.

- Information about who has completed first aid training and the location of the first aid box is provided to all our staff and volunteers.
- The first aid boxes are easily accessible to adults and are kept out of the reach of children.
- Emma Pell, our Pre-school manager, is responsible for checking and replenishing the first aid box contents. This is part of our half-termly risk assessment.
- Medication is only administered in line with our Administering Medicines policy.
- In the case of minor injury or accidents, first aid treatment is given by a qualified first aider.
- In the event of minor injuries or accidents, we normally inform parents when they collect their child, unless the child is unduly upset or we have concerns about the injury. In these cases, we will contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP.
- An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken. A staff member will travel with the child to hospital.

- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.
- If emergency medical advice or treatment is sought, staff will continually attempt to contact parents, or other emergency contacts if appropriate, and in the intervening time will take advice from medical staff regarding what treatment should be given to the child.
- Accidents and injuries are recorded in our accident record book and, where applicable, notified to the Health and Safety Executive, Ofsted and/or local child protection agencies in line with our Recording and Reporting of Accident and Incidents Policy.

Legal framework

- Health and Safety (First Aid) Regulations (1981)

Further guidance

- First Aid at Work: Your questions answered (HSE Revised 2009)
- Basic Advice on First Aid at Work (HSE Revised 2008)
- Guidance on First Aid for Schools (DfEE)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	

Name of signatory

Role of signatory (e.g. chair, director or
owner)

3.4 Whistle blowing

Definition

Whistle blowing is raising a concern about malpractice within an organisation.

Protection

At Cottontails Pre-school, we are committed to delivering a high quality pre-school service, promoting accountability and maintaining public confidence. This policy provides individuals in the workplace with protection from victimisation or punishment when they raise a genuine concern about misconduct or malpractice in the setting. The policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the public interest. The Act covers behaviour, which amounts to:

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

It is not intended that this policy be a substitute for, or an alternative to the settings formal complaints procedure. It is designed to nurture a culture of openness and transparency within the setting, which makes it safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice.

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the manager who will advise the employee or volunteer of the action that will be taken in response to the concerns expressed.

Concerns should be investigated and resolved as quickly as possible. If an employee or volunteer feels the matter cannot be discussed with the Pre-school Manager (email emma@cottontailspreschool.org or call 07935 224607), he or she should contact the Chairperson (email chair@cottontailspreschool.org). Alternatively you can contact our Early Years Advisor (07733 302932) or OFSTED (e-mail whistleblowing@ofsted.gov.uk or call 0300 123 3155) for advice on what steps to follow.

A disclosure in good faith to the manager/chairperson will be protected. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the setting.

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
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Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
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Name of signatory	_____	
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Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

4.0 Key Person

4.1 The role of the key person and settling-in

Policy statement

At Cottontails Pre-school, we believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

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

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for:
 - providing an induction for the family and for settling the child into our setting;
 - explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty;
 - offering unconditional regard for the child and being non-judgemental;
 - working with the parent(s) to plan and deliver a personalised plan for the child's well-being, care and learning;
 - acting as the key contact for the parents;
 - developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home;

- having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers;
 - encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.
 - We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
 - Our Pre-school manager ensures that all relevant forms, including consent forms, are completed with parents.

Settling-in

- Before a child starts to attend Cottontails, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting, for example if it would be better for the child for the parent to stay for most of the first session.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort and seems

On _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (e.g. chair, director or owner) _____

Reviewed on _____

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (e.g. chair, director or owner) _____

Reviewed on _____

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (e.g. chair, director or owner) _____

5.0 Staff:Child Ratios

5.1 Staffing

Policy statement

At Cottontails Pre-school we provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

Procedures

To meet this aim we use the following ratios of adult to children:

- Children aged two years: 1 adult : 4 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult : 8 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over between the hours of 8am and 4pm as follows:
 - there is at least one member of staff for every 13 children; and
 - at least one other member of staff holds a full and relevant level 3 qualification.
- The number of children for each key person takes into account the individual needs of the children and the capacity of the individual key person to manage their cohort.
- We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.
- A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or deputy.
- Our manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are always within sight or hearing of staff at all times.
- All staff are deployed according to the needs of the setting and the children attending.

- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Other useful Pre-school Learning Alliance publications

- Employee Handbook (2012)
- Recruiting Early Years Staff (2016)
- People Management in the Early Years (2016)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
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Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
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Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	

Role of signatory (e.g. chair, director or owner)

6.0 Health

6.1 Administering medicines

Policy statement

At Cottontails Pre-school, while it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness. We ensure that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements.

In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, especially a baby/child under two, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.

Our staff are responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the Pre-school manager is responsible for the overseeing of administering medication. We notify our insurance provider of all required conditions, as laid out in our insurance policy.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- We only usually administer medication when it has been prescribed by a doctor (or other medically qualified person) is administered. It must be in-date and prescribed for the current condition.
- Non-prescription medication, such as pain or fever relief (e.g. Calpol) and teething gel, may be administered, but only with prior written consent of the parent only when there is a health reason to do so, such as a high temperature, and where verbal consent has been obtained from the parent. Where it is not possible to obtain verbal parental consent and the child has been in session for at least four hours, a staff member may administer the correct age-determined dosage of liquid paracetamol to try to control the child's high temperature. Children under the age of 16 years are

never given medicines containing aspirin unless prescribed specifically for that child by a doctor. The administering of un-prescribed medication is recorded in the same way as any other medication.

- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children. On receiving the medication, the member of staff checks that it is in date and prescribed specifically for the current condition.
- Parents must give prior written permission for the administration of medication. The staff receiving the medication will ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - full name of child and date of birth
 - name of medication and strength
 - who prescribed it
 - the dosage and times to be given in the setting
 - the method of administration
 - how the medication should be stored and expiry date
 - any possible side effects that may be expected
 - the signature of the parent, their printed name and the date.
- The administration of the medicine is recorded accurately each time it is given and is signed by the person administering the medication and a witness. Parents are shown the record at the end of the session and asked to sign the record book to acknowledge the administration of a medicine. The medication record book records the:
 - name of child
 - name and strength of the medication
 - name of the doctor that prescribed it
 - the date and time of the dose
 - dose given and method
 - signature of the person administering the medication and a witness who verifies that the medication has been given correctly
 - parent's signature at the end of the day.
- We have our own Medication Record for recording administration of medicine.
- If the administration of prescribed medication requires medical knowledge, we obtain individual training for the relevant member of staff by a health professional.
- If rectal diazepam is given, another member of staff must be present and co-signs the record book.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they

need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

- We monitor the medication record book to look at the frequency of medication given in the setting. For example, a high incidence of antibiotics being prescribed for a number of children at similar times may indicate a need for better infection control.

Storage of medicines

- All medication is stored safely on the top shelf of the first storage cupboard in the session room, or refrigerated as required. All medication is kept in a marked plastic box.
- Staff are informed of our procedures for storing medicine during their induction when starting at Cottontails.
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when-required basis. Key persons check that any medication held in the setting is in date and return any out-of-date medication back to the parent.

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

- We carry out a risk assessment for each child with a long term medical condition that requires ongoing medication. This is the responsibility of the Pre-school manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and the child's GP's advice is sought if necessary where there are concerns.
- An individual health plan for the child is drawn up with the parent, outlining the key person's role and what information must be shared with other adults who care for the child.
- The individual health plan should include the measures to be taken in an emergency.

- We review the individual health plan every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the individual health plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- If children are going on outings, the key person for the child will accompany the children with a risk assessment, or another member of staff who is fully informed about the child’s needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child’s name and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above. For medication dispensed by a hospital pharmacy, where the child’s details are not on the dispensing label, we will record the circumstances of the event and hospital instructions as relayed by the parents.
- On returning to the setting the card is stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child’s medication is taken in a sealed plastic box clearly labelled with the child’s name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
- This procedure should be read alongside the outings procedure.

Legal framework

- The Human Medicines Regulations 2012

Other useful Pre-school Learning Alliance publications

- Medication Record (2013)
- Daily Register and Outings Record (2012)

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On	_____	<i>(date)</i>
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Signed on behalf of the provider	_____	
Name of signatory	_____	

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

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Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

6.2 Managing children who are sick, infectious, or with allergies

(Including reporting notifiable diseases)

Policy statement

At Cottontails Pre-school we provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic trigger.

Procedures for children who are sick or infectious

- If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the Pre-school manager will call the parents and ask them to collect the child, or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- Temperature is taken using an ear thermometer kept near to the first aid box.
- If the child's temperature does not go down and is worryingly high, the child may be at risk of febrile convulsions. To reduce this risk, we ask parents to sign a permission slip when registering their child that allows us to give the child Calpol or other similar liquid paracetamol (un-prescribed) after first obtaining verbal consent from the parent. Where it is not possible to obtain verbal parental consent and the child has been in session for at least four hours, a staff member may administer the correct age-determined dosage of liquid paracetamol to try to control the child's high temperature. Parents sign the medication record when they collect their child.
- In extreme cases of emergency, an ambulance is called and the parent informed.
- Parents are asked to take their child to the doctor before returning them to Cottontails Pre-school; we can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, we ask parents to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, we ask parents to keep children home for 48 hours following the last episode.
- After sickness (vomiting), we ask parents to keep children home for 48 hours after the last occurrence.
- After a high temperature, we ask parents to keep children home for 24 hours after the child's temperature has returned to normal.
- Some activities, such as sand and water play, and self-serve snacks where there is a risk of cross-contamination may be suspended for the duration of any outbreak.

- We have a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374 and includes common childhood illnesses such as measles.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to the Public Health England.
- When we become aware, or are formally informed of the notifiable disease, the Pre-school manager informs Ofsted and contacts Public Health England, and acts on any advice given.

HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis A, B and C are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults. We:

- wear single use vinyl gloves and aprons when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit;
- bag soiled clothing for parents to take home for cleaning;
- clear spills of blood, urine, faeces or vomit using mild disinfectant solution and mops; any baby wipes/gloves used are bagged and returned to parents to dispose of;
- clean tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit using a disinfectant.

Nits and head lice

- Nits and head lice are not an excludable condition, although in exceptional cases we may ask a parent to keep the child away until the infestation has cleared.
- On identifying cases of head lice, we inform all parents and ask them to treat their child and all the family if they are found to have head lice.

Procedures for children with allergies

- When parents start their children at Cottontails Pre-school they are asked if their child suffers from any known allergies. This is recorded on the registration form.
- If a child has an allergy, we complete a risk assessment form to detail the following:
 - the allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc);
 - the nature of the allergic reactions (e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc);

- what to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen);
- control measures – such as how the child can be prevented from contact with the allergen;
- review measures.
- This risk assessment form is kept in the child's personal file, a copy is kept at the front of the registration form folder and a photo of the child with their known allergy is displayed on the kitchen side where staff and volunteers can see it.
- Parents train staff in how to administer special medication in the event of an allergic reaction.
- Generally, no nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Insurance requirements for children with allergies and disabilities

- If necessary, our insurance will include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments, written confirmation from our insurance provider must be obtained to extend the insurance.
- At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.
- **Oral medication**
 - Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to our insurance provider.
 - Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
 - The Pre-school must be provided with clear written instructions on how to administer such medication.
 - We adhere to all risk assessment procedures for the correct storage and administration of the medication.
 - The Pre-school must have the parents' or guardians' prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to our insurance provider.
- **Life saving medication & invasive treatments**

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

 - We must have:
 - a letter from the child's GP/consultant stating the child's condition and what medication if any

is to be administered;

- written consent from the parent or guardian allowing our staff to administer medication; and
- proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.

- Copies of all three letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal. Written confirmation that the insurance has been extended will be issued by return.

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

- Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- The key person must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.
- Copies of all letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal. Written confirmation that the insurance has been extended will be issued by return.

■ If we are unsure about any aspect, we will contact the Pre-school Learning Alliance Insurance Department on 020 7697 2585 or email membership@pre-school.org.uk.

Other useful Pre-school Learning Alliance publications

- Good Practice in Early Years Infection Control (2009)
- Medication Administration Record (2013)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

6.3 Recording and reporting of accidents and incidents

(Including procedure for reporting to HSE, RIDDOR)

Policy statement

We follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are NOT regarded as incidents and there are separate procedures for this.

Procedures

Our accident book:

- is kept in a safe and secure place;
- is accessible to our staff and volunteers, who know how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Reporting accidents and incidents

- Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:
 - food poisoning affecting two or more children looked after on our premises;
 - a serious accident or injury to, or serious illness of, a child in our care and the action we take in response; and
 - the death of a child in our care.
- Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.
- Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.
- We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. We report to the Health and Safety Executive (HSE):
 - Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment.
 - Any work-related accident leading to a specified injury to one of our employees. Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns or amputations.
 - Any work-related accident leading to an injury to one of our employees which results in them being unable to work for seven consecutive days. All work-related injuries that lead to one of our employees being incapacitated for three or more days are recorded in our accident book.

- When one of our employees suffers from a reportable occupational disease or illness as specified by the HSE.
- Any death, of a child or adult, that occurs in connection with a work-related accident.
- Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done; such as a gas leak.
- Information for reporting incidents to the Health and Safety Executive is provided in the Pre-school Learning Alliance's Accident Record publication. Any dangerous occurrence is recorded in our incident book (see below).

Our incident book

- We have ready access to telephone numbers for emergency services, including local police. Because we rent premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We ensure that our staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.
- On discovery of an incident, we report it to the appropriate emergency services – fire, police, ambulance – if those services are needed.
- If an incident occurs before any children arrive, our manager risk assesses this situation and decides if the premises are safe to receive children. Our manager may decide to offer a limited service or to close the setting.
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our Fire Safety and Emergency Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing.
- If a crime may have been committed, we ask all adults witness to the incident to make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
- We keep an incident book for recording major incidents, including those that are reportable to the Health and Safety Executive as above.
- These incidents include:
 - a break in, burglary, theft of personal or our setting's property
 - an intruder gaining unauthorised access to the premises
 - fire, flood, gas leak or electrical failure
 - an attack on an adult or child on our premises or nearby
 - any racist incident involving families or our staff on our premises

- a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our premises
- the death of a child or adult
- a terrorist attack, or threat of one.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
- In the event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed and our staff will take charge of their key children. The incident is recorded when the threat is averted.
- In the unlikely event of a child dying on our premises the emergency services are called, and the advice of these services are followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Common Inspection Framework

- As required under the Common Inspection Framework, we maintain a summary record of all accidents, exclusions, children taken off roll, incidents of poor behaviour and discrimination, including racist incidents, and complaints and resolutions.

Legal framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (As Amended)

Further guidance

- Common Inspection Framework: Education, Skills and Early Years (Ofsted 2015)
- Early Years Inspection Handbook (Ofsted 2015)
- RIDDOR Guidance and Reporting Form: www.hse.gov.uk/riddor

Other useful Pre-school Learning Alliance publications

- Accident Record (2013)
- Reportable Incident Record (2012)

This policy was adopted by

Cottontails Pre school

(name of provider)

On

(date)

Date to be reviewed

(date)

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

6.4 Nappy changing

Policy statement

No child is excluded from participating in our Cottontails who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

At Cottontails Pre-school, we provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures

- We encourage young children from two years to normally wear pull ups, or other types of trainer pants, as soon as they are comfortable with this and if their parents agree.
- Our key persons undertake changing children in their key groups; back up key persons change them if the key person is absent.
- The staff member informs another staff member when they are changing a child.
- Our changing area is warm, with a safe area to lay children. There are washable toys and other objects of interest to take the child's attention.
- Each child has their own bag to hand with their nappies or pull ups and changing wipes.
- Our staff put on gloves and aprons before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child.
- All our staff are familiar with our hygiene procedures and carry these out when changing nappies.
- Our staff never turn their back on a child or leave them unattended whilst they are on the changing mat.
- We are gentle when changing; we avoid pulling faces and making negative comments about 'nappy contents'.
- We do not make inappropriate comments about children's genitals when changing their nappies.
- In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children.
- We encourage children to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.

- We encourage children to wash their hands, and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- We do not use anti-bacterial hand wash liquid or soap for young children; young skin is quite delicate and anti-bacterial products kill off certain good bacteria that children need to develop their own natural resistance to infection.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- We dispose of nappies and pull ups hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for parents to take home.
- We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect and will be a disciplinary matter.

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
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Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

6.5 Food and drink

Policy statement

At Cottontails Pre-school, we regard snack and meal times as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating. At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

Procedures

We follow these procedures to promote healthy eating at Cottontails Pre-school.

- Before a child starts to attend Cottontails, we find out from parents their children's dietary needs and preferences, including any allergies. (See the Managing Children who are Sick, Infectious or with Allergies policy.)
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We display the menus of meals/snacks for the information of parents.
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We aim to include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.

- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- We inform parents who provide food for their children about the storage facilities available in the setting.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For children who drink milk, we provide whole pasteurised milk.

Packed lunches

When children stay for lunch at Cottontails parents are required to bring packed lunches and we:

- encourage parents to use an ice pack in lunch boxes to keep food cool;
- inform parents of our policy on healthy eating;
- inform parents of whether we have facilities to microwave cooked food brought from home;
- encourage parents to provide sandwiches with a healthy filling, fruit, and milk based desserts such as yoghurt or fromage frais. We discourage sweet drinks and can provide children with water or milk;
- discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- do not permit foods in packed lunches that contain or may contain any type of nut. This includes all types of chocolate spread;
- provide children bringing packed lunches with plates, cups and cutlery; and
- ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.

Food Poisoning

- We notify Ofsted of any food poisoning affecting two or more children looked after on the premises as soon as is reasonably practicable, but in any event within 14 days of the incident.

Legal framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance

- Safer Food, Better Business (Food Standards Agency 2008)

Other useful Pre-school Learning Alliance publications

- Healthy and Active Lifestyles for the Early Years (2012)
- Nutritional Guidance for the Under Fives (2009)
- The Early Years Essential Cookbook (2009)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
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Reviewed on	_____	
Signed on behalf of the provider	_____	
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Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

6.6 Food hygiene

(Including procedure for reporting food poisoning)

Policy statement

At Cottontails Pre-school we provide and/or serve food for children on the following basis:

- Snacks.
- Packed lunches.

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

We are registered as a food provider with the local authority Environmental Health Department.

Procedures

- The Pre-school manager understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. This is set out in *Safer Food Better Business*. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- All staff follow the guidelines of *Safer Food Better Business*.
- At least one person has an in-date Food Hygiene Certificate.
- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See *Safer Food Better Business*.)
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.

- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand washing and simple hygiene rules
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment such as blenders etc.

Reporting of food poisoning

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the Pre-school manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- Any confirmed cases of food poisoning affecting two or more children looked after on the premises will also be notified to Ofsted as soon as is reasonably practicable, and always within 14 days of the incident.

Legal Framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance

- Safer Food Better Business (Food Standards Agency)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On		<i>(date)</i>
Date to be reviewed		<i>(date)</i>
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Name of signatory		
Role of signatory (e.g. chair, director or owner)		
Reviewed on		
Signed on behalf of the provider		
Name of signatory		

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

7.0 Managing Behaviour

7.1 Promoting positive behaviour

Policy statement

At Cottontails Pre-school, we believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions. We appoint a member of staff as behaviour coordinator to oversee and advise on the team's responses to challenging behaviour; this is Emma Pell, our Pre-school manager.

Procedures

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
- ensure all staff receive training on promoting positive behaviour.

Step 1

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- We will undertake an annual audit of the provision to ensure the environment and practices support healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied.

- We will ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

Step 2

- We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remains a concern then the key person and SENCO should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting then the behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

All incidents and intervention relating to unwanted and challenging behaviour by children will be clearly and appropriately logged.

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.

- It may also be agreed that the Common Assessment Framework (CAF) or Early Help process should begin and that specialist help be sought for the child if deemed necessary – this support may address either developmental or welfare needs (see Supporting Children with SEN policy 9.2). If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, we will follow the Safeguarding and Children and Child Protection policy (1.2).
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Initial intervention approach

- We use an initial problem solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- High Scope's Conflict Resolution process provides this type of approach but equally any other similar method would be suitable. Periodically the effectiveness of the approach will be checked.

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where we have considered all possible reasons, a focused intervention approach will then be applied.
- This approach allows the key person and behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.

- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet the adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

Challenging Behaviour/Aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child the parent/s of the child who has been the victim of behaviour and the parent/s of the child who has been the perpetrator should be informed.
- The designated person will contact children's social work services if appropriate and will consider whether notifying police is appropriate.
- The designated person will make a note on the child's records complete form 6.14a

- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parent/s of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- A record of discussions held is should be recorded on a parent discussion form, which the Pre-school manager 6.4d and parents asked to sign. Other safeguarding forms should be completed as required.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Challenging unwanted behaviour from adults in the setting

- At Cottontails Pre-school, we will not tolerate behaviour from an adult which demonstrates a dislike, prejudice or/and discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if made towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudice remarks to staff at any time, or other persons while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in discriminatory or prejudice ways; the third stage may be considering withdrawing the child's place.

Further guidance

- Special Educational Needs and Disability Code of Practice (DfE 2014)

Other useful Pre-school Learning Alliance publications

- Behaviour matters (2016) CIF Summary Record (2016)

This policy was adopted by

Cottontails Pre school

(name of provider)

On

(date)

Date to be reviewed

(date)

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

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Reviewed on

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Name of signatory

Role of signatory (e.g. chair, director or owner)

8.0 Safety and Suitability of Premises, Environment and Equipment

8.1 Health and safety general standards

Policy statement

At Cottontails Pre-school, we believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is **Laura Norman**.
- She is competent to carry out these responsibilities.
- She has undertaken health and safety training and regularly updates her knowledge and understanding.
- We display the necessary health and safety poster in our toy cupboard.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on our notice board in the entrance hall of Cotton Hall.

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a no smoking policy.

- We make children aware of health and safety issues through discussions, planned activities and routines.

Windows

- Low level windows are made from materials that prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- Windows above the ground floor are secured so that children cannot climb through them.
- We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.

Floors

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.
- Any wet spills are mopped up immediately.
- Walkways are left clear and uncluttered.

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and we teach the children not to touch them.
- There are sufficient sockets to prevent overloading.
- We switch electrical devices off from the plug after use.
- We ensure that the temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas of our setting, including storage areas.

Storage

- All resources and materials, which are used by the children, are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

- Our outdoor area is securely fenced. All gates and fences are childproof and safe.
- Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.

- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- We leave receptacles upturned to prevent collection of rainwater. Where water can form a pool on equipment, it is emptied before children start playing outside.
- We check that children are suitably attired for the weather conditions and type of outdoor activities, ensuring that suncream is applied and hats are worn during the summer months.
- We supervise outdoor activities at all times, and in particular children on climbing equipment.

Hygiene

- We seek information from the Public Health England to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes play room(s), kitchen, and toilets. Children do not have unsupervised access to the kitchen.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning and checking toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes.

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- We keep a full inventory of all items in the setting for audit and insurance purposes.
- The layout of our play equipment allows adults and children to move safely and freely between activities.
- All our equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- We make safe and separate from general use any areas that are unsafe because repair is needed.
- All our materials, including paint and glue, are non-toxic.
- We ensure that sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- We teach children to handle and store tools safely.

- If children fall asleep in-situ, it may be necessary to move or wake them to make sure they are comfortable.
- We check children who are sleeping regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded. Large pieces of equipment are discarded only with the consent of the Pre-school manager and the chairperson.

Jewellery and accessories

- Our staff do not wear jewellery or fashion accessories, such as belts or high heels, that may pose a danger to themselves or children.
- Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.
- We ensure that hair accessories are removed before children sleep or rest.

Safety of adults

- We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- We provide safe equipment for adults to use when they need to reach up to store equipment or to change light bulbs.
- We ensure that all warning signs are clear and in appropriate languages.
- We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

Control of substances hazardous to health

- Our staff implement the current guidelines of the *Control of Substances Hazardous to Health Regulations (COSHH)*.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used and where they are stored.
- Hazardous substances are stored safely away from the children.
- We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
- We keep all cleaning chemicals in their original containers.

- We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. We do not use:
 - bleach;
 - anti-bacterial soap/hand wash, unless specifically advised during an infection outbreak such as Pandemic flu; or
 - anti-bacterial cleaning agents, except in the toilets, nappy changing area and food preparation areas. Anti-bacterial spays are not used when children are nearby.
- Environmental factors are taken into account when purchasing, using and disposing of chemicals.
- All members of staff are vigilant and use chemicals safely.
- Members of staff wear protective gloves when using cleaning chemicals.

Legal framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations (1999)
- Electricity at Work Regulations (1989)
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations 1992 (As Amended 2004)
- Health and Safety (Display Screen Equipment) Regulations (1992)

Further guidance

- Health and Safety Law: What You Should Know (HSE Revised 2009)
- Health and Safety Regulation...A Short Guide (HSE 2003)
- Electrical Safety and You: A Brief Guide (HSE 2012)
- Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009)
- Getting to Grips with Manual Handling – Frequently Asked Questions: A Short Guide (HSE 2011)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
		<i>(date)</i>
		<i>(date)</i>
Signed on behalf of the provider		
Name of signatory		
Role of signatory (e.g. chair, director or owner)		

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

8.2 Maintaining children’s safety and security on premises

Policy statement

At Cottontails Pre-school, we maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

Procedures

Children's personal safety

- We ensure all employed staff and volunteers have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service. We carry out regular checks for disqualification, including for disqualification by association, on all staff and volunteers.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

Other useful Pre-school Learning Alliance publications

- Managing Risk (2009)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

8.3 Equipment and resources

Policy Statement

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment. We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes.

Procedures

- We provide play equipment and resources which are safe and where applicable conform to the BSEN safety standards or Toys (Safety) Regulation (1995);
- we provide a sufficient quantity of equipment and resources for the number of children in session;
- we provide resources that promote all areas of children's learning and development, which may be child led or adult led;
- we select books, equipment and resources that which promote positive images of people of all colours, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
- we provide play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
- we provide made, natural and recycled materials which are clean, in good condition and safe for the children to use;
- we provide furniture which is suitable for children and furniture which is suitable for adults;
- we store and display a selection of suitable resources and equipment where children can independently choose and select them;
- we check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment;
- we review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development; and record the dates and results of checking the resources and equipment;
- we provide adequate insurance cover for the pre-school's resources and equipment;
- we plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
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Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

8.4 Supervision of children on outings and visits

Policy statement

Children benefit from being taken out of Cottontails Pre-school on visits or trips to local parks, or other suitable venues, for activities which enhance their learning experiences. We ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

Procedures

- All off site activity has a clearly identified educational purpose with specific learning and development outcomes.
- There is a designated lead for each excursion who is clear about their responsibility as designated lead.

- We ask parents to sign a general consent on registration for their children to be taken out on local short outings as part of our permission forms. The permission form details the venues used for daily activities.
- We assess the risks for each venue, which is reviewed regularly.
- We always ask parents to sign specific consent forms before major outings; and the risks are assessed before the outing takes place.
- Our manager and all staff taking part in the outing sign off every risk assessment.
- Children with allergies or other specific needs have a separate risk assessment completed e.g. child with allergies visiting a supermarket.
- An excursion will not go ahead if concerns are raised about its viability at any point.
- A separate Forest School risk assessment is conducted and Forest School standard procedures are followed at all times. The designated lead is always a level 3 trained Forest School practitioner.
- Any written outing risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and the type of venue, as well as how it is to be reached.
- A minimum of two staff accompany children on outings. Unless the whole setting is on an outing, a minimum of two staff also remain behind with the rest of the children.
- Named children are assigned to individual staff member to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.
- Staff frequently count their designated children and ensure hands are held when on the street and crossing the road.
- Where parents have undergone vetting with us as volunteers, they may be included in the adults to child ratio and have children allocated to them.
- Outings are recorded in an outings record book kept in the setting stating:
 - The date and time of outing.
 - The venue and mode of transport used.
 - Names of staff assigned to named children.
 - The time of return.
- We take a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines required for individual children, a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for. We apply sun cream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions.

- We take a list of children with us with contact numbers of parents/carers, as well as an accident book and a copy of our Missing Child policy.
- We provide children with high visibility vests to wear that contain the name and setting telephone number – but not the name of the child.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- We ensure that seat belts are worn whilst travelling in vehicles and that booster seats and child safety seats are used as appropriate to the age of the child.
- As a precaution, we ensure that children do not eat when travelling in vehicles.
- We ensure that contracted drivers are from reputable companies, do not have unsupervised access to the children and are not included in the ratios.
- A minimum of two members of staff accompany children on outings and a minimum of two members of staff remain behind with the rest of the children.

Other useful Pre-school Learning Alliance publications

- Daily Register and Outings Record (2015)
- Managing Risk (2009)

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On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	

Role of signatory (e.g. chair, director or owner)

8.5 Risk assessment

Policy statement

At Cottontails Pre-school, we believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

Risk assessment means:

Taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to.

The law does not require that all risk is eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures – they are the ones with first-hand knowledge as to whether the control measures are effective – and they can give an informed view to help update procedures accordingly.

This policy is based on the five steps below:

- Identification of risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, cooks, cleaners etc?
- Assessment as to the level of risk as high, medium, low. This takes into account both the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

Procedures

- Our manager undertakes training and ensures our staff and volunteers have adequate training in health and safety matters.
- Our risk assessment process covers adults and children and includes:

- determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers and inspectors;
 - checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
 - assessing the level of risk and who might be affected;
 - deciding which areas need attention; and
 - developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- Where more than five staff and volunteers are employed, the risk assessment is written and is reviewed regularly.
 - We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis. A full risk assessment is carried out annually.
 - Our manager ensures that checks, such as electricity and gas safety checks, and any necessary work to the setting premises are carried out annually and records are kept.
 - Our manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety for all areas of the premises.
 - Our manager ensures that staff members carry out risk assessments for work practice including:
 - changing children;
 - preparation and serving of food/drink for children;
 - children with allergies;
 - cooking activities with children;
 - supervising outdoor play and indoor/outdoor climbing equipment;
 - assessment, use and storage of equipment for disabled children;
 - the use and storage of substances which may be hazardous to health, such as cleaning chemicals;
 - visitors to the setting who are bring equipment or animals as part of children's learning experiences; and
 - following any incidents involving threats against staff or volunteers.
 - Our manager ensures that staff members carry out risk assessments for off-site activities if required, including:
 - children's outings (including use of public transport)
 - forest school

- home visits; and
- other off-site duties such as attending meetings, banking etc.
- We take precautions to reduce the risks of exposure to Legionella (Legionnaires disease). Our manager ensures that we are familiar with the HSE guidance and risk assess accordingly/have seen the risk assessment relevant to the premises from the landlord.

Legal framework

- Management of Health and Safety at Work Regulations 1999

Further guidance

- Five Steps to Risk Assessment (HSE 2011)
- Legionnaires’ Disease – A Brief Guide for Dutyholders (HSE 2012):
www.hse.gov.uk/pubns/indg458.pdf

Other useful Pre-school Learning Alliance publications

- Managing Risk (2009)

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On		<i>(date)</i>
Date to be reviewed		<i>(date)</i>
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Reviewed on		
Signed on behalf of the provider		
Name of signatory		

Role of signatory (e.g. chair, director or owner)

8.6 Fire safety and emergency evacuation

Policy statement

At Cottontails Pre-school, we ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we liaise with the trustees of the Cotton Hall, who will seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant. A Fire Safety Log Book is used to record the findings of risk assessment, any actions taken or incidents that have occurred and our fire drills. We ensure our policy is in line with the procedures specific to our building, making reasonable adjustments as required.

Procedures

Fire safety risk assessment

- The basis of fire safety is risk assessment. These are carried out by a 'competent person'.
- Our Pre-school manager has received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there are more than five staff and will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).
- Our fire safety risk assessment focuses on the following for each area of the setting:
 - Electrical plugs, wires and sockets.
 - Electrical items.
 - Gas boilers.
 - Cookers.
 - Matches.
 - Flammable materials – including furniture, furnishings, paper etc.
 - Flammable chemicals .
 - Means of escape.
 - Anything else identified.
- As Cottontails is run in rented premises we hold a copy of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.

Fire safety precautions taken

- We ensure that fire doors are clearly marked, never obstructed and are easily opened from the inside.
- We ensure that smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.

- We have all electrical equipment checked annually by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.
- We ensure sockets are covered.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and
 - practised regularly at least once every six weeks.
- Records are kept of fire drills and the servicing of fire safety equipment.

Emergency evacuation procedure

- In the event of an emergency the alarm is sounded by the member of staff who discovers the situation.
- The member of staff discovering the emergency moves to a safe location (away from the emergency and near the exit to be used) and makes their presence known. All children, staff and any other adults must go directly to this person.
- The Pre-school manager and other staff will make sure that all children and any other adults evacuate the building swiftly and safely.
- The children are led out of the building by a staff member and taken to the churchyard, via the wooden gate to the rear of Cotton Hall.
- The supervisor of the day will then check the building to make sure everybody is safely out (if it is safe for them to do so). The supervisor will then collect the register and registration forms, and follow the group to the churchyard.
- The register will be called and checked.
- The emergency services will be called from the telephone box near the Cotton Hall, or a mobile phone if available, if a real fire or emergency evacuation has occurred.
- In the event of a real fire or evacuation emergency and the children needing to remain out of the Cotton Hall, shelter will be taken in St. Andrews church (next to Cotton Hall), or Girton Glebe School. Parents will be contacted at this point.

Fire drills

- We hold fire drills half-termly, using different alarm break points and emergency exits.
- During some practices children are given a talk before the alarm is sounded, so as not to cause unnecessary anxiety.
- A record of each fire drill will be made in the Fire Safety Log Book and will note:
 - The date and time of the drill.

- Number of adults and children involved.
- How long it took to evacuate.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

Legal framework

- Regulatory Reform (Fire Safety) Order 2005

Further guidance

- Fire Safety Risk Assessment - Educational Premises (HMG 2006)

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Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

8.7 Animals in the setting

Policy statement

Children learn about the natural world, its animals and other living creatures, as part of the Early Years Foundation Stage curriculum. This may include contact with animals, or other living creatures, either in the setting or in visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

Procedures

Animals in the setting as pets

- We take account of the views of parents and children when selecting an animal or creature to keep as a pet in the setting.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- We ensure the correct food is offered at the right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- We register with the local vet and take out appropriate pet care health insurance.
- We make sure all vaccinations and other regular health measures, such as de-worming are up-to-date and recorded.
- Children are taught correct handling and care of the animal or creature and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Staff wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

Visits to farms

- Before a visit to a farm a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment which should be viewed.
- The outings procedure is followed.

- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris and should not be worn indoors.

Legal framework

- The Management of Health and Safety at Work Regulations 1999

Further guidance

- Health and Safety Regulation...A Short Guide (HSE 2003)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
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Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
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Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

8.8 No-smoking

Policy statement

At Cottontails Pre-school, we comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoor and outdoor.

Procedures

- All staff, parents and volunteers are made aware of our No-smoking Policy.
- No-smoking signs are displayed prominently.
- The No-smoking Policy is stated in information for parents and staff.
- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staff who smoke do not do so during working hours, unless on a scheduled break and off the premises.
- Staff who smoke during working hours and travelling to and from work must not do so whilst wearing a setting uniform.
- E-cigarettes are not permitted to be used on the premises.
- Staff who smoke or use e-cigarettes during their scheduled breaks go well away from the premises.
- Staff who smoke during their break make every effort to reduce the effects of odour and passive smoking for children and colleagues
- Staff are made aware that failure to adhere to this policy and procedures may result in disciplinary action.
- It is a criminal offence for employees to smoke in smoke-free areas, with a fixed penalty of £50 or prosecution and a fine of up to £200.

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations 2006
- The Smoke-free (Signs) Regulations 2012

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

8.9 Emergency plan during forced closure

Policy statement

Although unlikely, Cottontails could be forced to close for an extended period due to external circumstances beyond the committee's control (such as a fire in the premises, a flu pandemic or a declared emergency). This policy outlines the agreed protocol if the period is for 1 week or more. Ofsted will be contacted in all such situations and kept informed of developments. Cottontails will follow all guidelines given by relevant authorities.

Procedures

Operation

- If at all possible, Cottontails will continue to operate. If the Cotton Hall is unusable the committee and staff will seek to find suitable alternative accommodation for the pre-school locally and inform Ofsted to seek approval of the alternative premises.
- In the case of a pandemic, even if numbers fall, Cottontails will continue until official confirmation is received. It is hoped that Early Years funding will continue. However for parents who pay fees for their child to attend Cottontails, fees will not be charged for any period when Cottontails is closed.

Communication

- In the event of an emergency, families would be informed of any closure, change of venue and/or opening times as soon as is possible. As well as contacting each individual family, closure will also be published outside the pre-school building and if appropriate, on local radio.

Support for Cottontails children

- If an emergency were to result in children having to stay at home for an extended period of time, their families will receive support via e-mail, telephone and other means from the child's key worker. This may include using Cottontails resources as a toy library, providing educational advice and suggestions, linking families and external organisations with useful information and advice. In exceptional circumstances the co-ordinator may approve staff providing child-minding provision on a case-by-case basis, subject to Ofsted approval.

During an Emergency Closure

The Pre-school manager's responsibility will be to support the staff in their new role as well as to provide a link with external bodies such as the child health team at Huntingdon Road Surgery.

If the Pre-school manager is unavailable, her role will be taken over by the deputy manager and subsequently by the order established previously.

The chair or in his/her absence the vice-chair or another designated committee member will support the manager in her new responsibilities and the overall functioning of Cottontails.

The treasurer or in his/her absence the vice-treasurer or another designated committee member will closely monitor the financial situation and advise the committee of any steps such as redundancies, reduction in pay or temporary new contract hours or funding applications.

The secretary will liaise with the manager (or in their absence designated staff and committee members) with regards to keeping parents informed of current issues and a possible opening date.

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

8.10 Staff personal safety including home visits

Policy statement

At Cottontails Pre-school, we believe that the health and safety of all staff is of paramount importance and that all staff have the right to work in a safe environment. We support safe working both on and off the premises, acknowledging the needs and diversity of children and their family.

Procedures

General

- All staff in the building early in the morning, or late in the evening, ensure doors and windows are locked.
- Where possible, at least the first two members of staff to arrive in the building arrive together, and the last two members of staff in the building leave together.
- Visitors are generally only allowed access with prior appointments and only admitted once their identity has been verified.
- Minimal petty cash is kept on the premises.
- When taking cash to the bank, members of staff are aware of personal safety. Managers carry out a risk assessment and develop an agreed procedure appropriate to the setting, staff and location.
- Members of staff make a note in the diary of meetings they are attending, who they are meeting and when they are expected back.
- Managers have good liaison with local police and ask for advice on safe practice where there are issues or concerns.

Home visits

Where staff members conduct home visits, this is done at the manager's discretion and the following health and safety considerations apply:

- Prior to a home visit the key person and manager undertake a risk assessment that is specific to the visit being undertaken.
- Members of staff normally do home visits in pairs – usually the manager/deputy manager with the key person.
- Each home visit is recorded in the diary with the name and address of the family being visited, prior to the visit taking place.
- Staff alert an agreed contact person in the setting when they are leaving to do the home visit and advise on their expected time of return.

- If there is any reason for staff to feel concerned about entering premises, they do not do so, for example, if a parent appears drunk.
- Members of staff carry a mobile phone when going out on a home visit.
- Staff identify an emergency word/phrase, which is made known to all staff in the setting, so that if they feel extremely threatened or in danger on a home visit they can covertly alert other members of staff via a telephone call to the situation. Use of the agreed word/phrase will initiate an immediate 999 call to be made.
- If staff do not return from the home visit at the designated time, the contact person attempts to phone them and continues to do so until they make contact.
- If no contact is made after a reasonable amount of time has passed, the contact person rings the police.

Dealing with agitated parents in the setting

- If a parent appears to be angry, mentally agitated or possibly hostile, two members of staff will lead the parent away from the children to a less open area, but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Members of staff will try to empathise and ensure that the language they use can be easily understood.
- Staff will speak in low, even tones, below the voice level of the parent.
- Members of staff will make it clear that they want to listen and seek solutions.
- If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, while avoiding potentially inflammatory expressions such as 'calm down' or 'be reasonable'.
- If threats or abuse continues, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of children.
- After the event, details are recorded in the child's personal file together with any decisions made with the parents to rectify the situation and any correspondence regarding the incident.

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

9.0 Equal Opportunities

9.1 Valuing diversity and promoting inclusion and equality

Policy statement

At Cottontails Pre-school, we are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

At Cottontails Pre-school, we are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. At Cottontails, we aim to:

- promote equality and value diversity within our service and foster good relations with the local community;
- actively include all families and value the positive contribution they make to our service;
- promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- provide a secure and accessible environment in which every child feels safe and equally included;
- improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
 - age;
 - gender;
 - gender reassignment;
 - marital status;

- pregnancy and maternity;
 - race;
 - disability;
 - sexual orientation; and
 - religion or belief.
- where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

Procedures

Admissions

Cottontails Pre-school is open to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (where ever possible).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;
 - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;

- association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
- perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- Displaying of openly discriminatory, xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and suitability checks by the Disclosure and Barring Service. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

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

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages development of confidence and self esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within resources;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating locally observed festivals and holy days;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

- undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.
- fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Food

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We positively encourage parents to be involved in the setting, especially those parents who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation if required – to ensure that all parents have information about, and access to, the meetings.

Monitoring and reviewing

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Public Sector Equality Duty

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

Legal framework

- The Equality Act (2010)
- Children Act (1989) & (2004)
- Special Educational Needs and Disability Act (2001)

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2011)
- All Together Now (2009)
- Where's Dad? (2009)

This policy was adopted by

Cottontails Pre school

(name of provider)

On

(date)

Date to be reviewed

(date)

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

9.2 Supporting children with special educational needs

Policy statement

At Cottontails Pre-school, we provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We have in place a clear approach for identifying, responding to, and meeting children's SEN (this includes disabled children with special educational needs).
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is **Emma Pell**.
- The SENCO works closely with other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes.
- We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.

- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) needs assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of our special education provision via our website and or other promotional materials
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2010)
- SEND Code of Practice for the Early Years (2014)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

9.3 British values

Policy statement

At Cottontails Pre-school, we actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Procedures

British Values

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- **Democracy**, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each

other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.

- Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- **Rule of law**, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - Practitioners ensure that children understand their own and others' behaviour and its consequence.
 - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- **Individual liberty, or freedom for all** (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
 - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- **Mutual respect and tolerance**, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
 - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
 - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
 - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- In our setting it is not acceptable to:

- actively promote intolerance of other faiths, cultures and races;
- fail to challenge gender stereotypes and routinely segregate girls and boys;
- isolate children from their wider community;
- fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015 we also have a duty “to have due regard to the need to prevent people from being drawn into terrorism”. This is detailed further in our safeguarding and child protection policy.

Legal framework

Counter-Terrorism and Security Act 2015

Further guidance

- Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)
- Fundamental British Values in the Early Years (Foundation Years 2015)
- Prevent Duty Guidance: for England and Wales (HMG 2015)
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

9.4 Babysitting

Policy statement

At Cottontails Pre-school, we believe that children at our setting should be treated equally with no favouritism shown to individuals. To ensure this is the case, we do not permit staff to babysit for any family to whom they have been introduced at Cottontails while the family has children in attendance at the pre-school.

By operating a no babysitting policy we are:

- actively safeguarding our staff and all the children who attend our setting;
- protecting the confidentiality of the setting;
- promoting equal opportunities; and
- preventing any conflict of interest.

Any member of staff who fails to comply with this policy will be in breach of their terms and conditions of employment. This may result in disciplinary action being taken under the grievance and disciplinary policy.

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	

Name of signatory

Role of signatory (e.g. chair, director or
owner)

10. Admissions and finance

1.1. Admissions

Policy statement

It is our intention to make Cottontails Pre-school accessible to all pre-school aged children in Girton. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

Procedures

- We ensure that the existence of our setting is advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible and provided in written and spoken form.
- We describe how our practices treat each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion and ethnicity or from English being a newly acquired additional language.
- We describe how our practices enable children and/or parents with disabilities to take part in the life of the setting.
- Our Equality Policy - Valuing Diversity and Promoting Equality is available to all. It is on our website and a printed copy is available at the setting.

Registration and Waiting list

- Children can attend our setting from the beginning of the term after they turn 2 years of age.
- Applications for places may be made no more than 3 terms in advance, using the application form available from our website or the pre-school.
- When the initial contact is made a Brochure and Application Form is given or sent (often by email) or parents can download them from our website. The parents/carers are invited along with the child to visit the setting. During this visit Parents/Carers are shown both the premises, introduced to the staff

team and the learning and development opportunities available to the children at the setting. Once the Application Form is complete and returned the child is placed onto our waiting list.

- All applications will be acknowledged within 14 days of receipt and held on file.
- We arrange our waiting list in applicant order. In addition our policy may take into account the following:
 - Special needs or referral by a health/educational professional
 - Age of the child
 - Exceptional family circumstances
 - residence within the Girton boundary.
- Places are offered, by email, during the half term before the place is available, which will be no later than 6 weeks before the start date and an Offer Letter will be sent to them. Parent/Carers are given 2 weeks to return the letter to accept a place. If they have not been returned by 2 weeks then the Parent/Carer will be called to remind them. If after another 2 weeks the forms have still not been returned then the Parent/Carer will be contacted to say that the Offer has been withdrawn (unless there is a specific reason for the delay) and the next name on the waiting list will be called. Arrangements are then made for the child to visit pre-school before their start date.
- If the child is eligible for 2-year Free Early Education then their 2-year funding Reference Number must be on their application form. A place will not be reserved for a child whose parents believe they are eligible and yet they are waiting for their 2-year funding Reference Number. In this case the child

will remain on our waiting list and will be asked to contact us when the Reference Number has been received to see if then we have spaces.

- From September 2017 we will be offering spaces to children who qualify for 30 hours of Free Early Education (FEE). If the child is eligible the parents/carers must provide us with the access code and prove to us that this code is still valid every 3 months.
- To be eligible for the 30 hours FEE: both parents/carers (or the sole parent in a lone-parent family) are working; each earns more than (or equal to) the equivalent of 16 hours a week at the national minimum wage or living wage; earns less than £100,000 a year.
- Each term's allocations will assume unchanged requirements for those already in the setting, unless changes are requested in writing to the Pre-school Manager in accordance with the timetable. Reminders will be issued termly.
- For sustainability reasons we set a quota on the number of 30 hours a week Free Early Education places we allocate in each academic year.
- Although Parents/Carers are asked if they have a preference for which days their child attends, at busy times it may not always be possible to allocate places on this basis. If the days offered are not satisfactory then we may be able to alter days as they become free.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- Those wishing to terminate their place at the setting or change their pattern of attendance, are required to provide 6 weeks written notice.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.

Access to information about Cottontails Pre-school

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, in written and spoken form and, where appropriate, in more than one language. Where necessary, we will try to provide information in Braille,

or through British Sign Language. We will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.

Valuing diversity and promoting equality

- We describe our setting and its practices in terms that make it clear that it welcomes all parents, other relations and other carers, including childminders.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion and ethnicity or from English being a newly acquired additional language.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our Valuing Diversity and Promoting Equality Policy widely known.

Other useful Pre-school Learning Alliance publications

- Seasonal Hello Posters (2006)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

9.5 Fee Payment

Procedures

- Fees must be paid within two weeks of the invoice being issued.
- A reminder will be sent out giving a further one week's notice.
- After this, a late payment administration fee of £10 may be charged.
- The pre-school reserves the right to withdraw the child's place from any sessions that are not covered by early years funding should fees not be settled within the agreed time.
- The pre-school has standard letters to use when following this procedure.
- We will pursue the recovery of any outstanding debt through the small claims court.

We are aware that families have varying financial constraints and we will endeavour to support families if we can. Please speak to the treasurer – or any member of staff or committee – as soon as possible about any difficulties in paying fees.

Non-attendance during funded hours

Repeated regular non-attendance at sessions funded by early years funding without written reason may mean that the council asks you to repay the funding received on your child's behalf. We ask that you please let your child's key person know if your child is going to be absent or write a note/email to say why they missed a session.

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

9.6 Reserve funds policy

Policy statement

We recognise that planning and financial management are important for the future security of our setting. A reserve policy will assist committee members when planning and explaining their approach to family members.

Aim

1. To ensure that we can provide a consistent level of service protecting against unforeseen losses to income or increases in expenses.
2. To ensure that our liabilities can be met should our setting need to close.

Method

We hold regular committee meetings to make decisions about the current and future management of the setting.

At each meeting of the committee the Treasurer shall normally present an up to date written statement of accounts. All decisions made by the committee should be made in view of the current financial situation of the setting and required reserves.

We will aim to build and maintain a **reserve of one term's expenditure**.

The committee will annually review this reserve level to ensure that it will meet the following:

- Statutory redundancy liability for all staff.
- Pay for the notice period required to be given to staff.
- Outstanding holiday pay entitlement for staff.
- Outstanding bills such as premises rent.
- Repayment of Early Years Funding for sessions not provided.
- A small contingency fund to cover a temporary shortfall, for example due to low children numbers in the autumn term. A risk assessment will be carried out to ensure that the situation is temporary, and that other measures cannot be taken to prevent the shortfall i.e. reduction in staffing levels etc. Further advice will be sought from early years advisors at Cambridgeshire County Council and Cambridgeshire & Peterborough Pre-school Learning Alliance.

We will publish this policy in our annual report as is legally required by the Charity Commission.

Bank accounts

Cottontails Pre-school operates two bank accounts: a current account and a reserve fund account. Fundraising income is tracked and will primarily be used to provide new equipment and resources for the Pre-school. However, the fund may be used to help top up the reserve account, if needed.

This policy was adopted by Cottontails Pre school *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (e.g. chair, director or owner) _____

Reviewed on _____

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (e.g. chair, director or owner) _____

Reviewed on _____

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (e.g. chair, director or owner) _____

10.0 Information and Records

10.1 Parental involvement

Policy statement

At Cottontails Pre-school we believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

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

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

The Children Act (1989) defines parental responsibility as *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*

Procedures

- Parents are made to feel welcome in our setting and are greeted appropriately.
- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant

harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.

- We seek parental consent to administer medication, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.
- We encourage and support parents to play an active part in decision making processes, the governance and management of the setting.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being, informing parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.

- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

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

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

Other useful Pre-school Learning Alliance publications

- Complaint Investigation Record (2015)
- Engaging Mothers & Fathers (2010)
- Safeguarding Children (Ed 2013)
- Looking at Learning Together (2005)
- The First and Foremost Series (2008)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

10.2 Children's records

Policy statement

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Confidentiality and Client Access to Records policy and Information Sharing policy.

Procedures

If a child attends another setting, we establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child's records.

We keep two kinds of records on children attending our setting:

Developmental records

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- These are usually kept in the playroom and can be freely accessed, and contributed to, by staff, the child and the child's parents.

Personal records

These may include the following (as applicable):

- Personal details – including the child's registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-being with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an SEN action plan) and records of any meetings held.

- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child’s 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable file or cabinet, which is always locked when not in use, and which our Pre-school manager keeps secure in an office or other suitably safe place.
- We read any correspondence in relation to a child, note any actions and file it immediately.
- We ensure that access to children’s files is restricted to those authorised to see them and make entries in them, this being our manager, deputy or designated person for child protection, the child’s key person, or other staff as authorised by our manager.
- We may be required to hand children’s personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children’s personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with our Confidentiality and Client Access to Records policy, to the files and records of their own children but do not have access to information about any other child.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children’s records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

Other records

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records policy and are required to respect it.

Legal framework

- Data Protection Act (1998)
- Human Rights Act (1998)

Further guidance

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

10.3 Provider records

Policy statement

We keep records and documentation for the purpose of maintaining our business. These include:

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff including their name, home address and telephone number.
- Name, address and telephone number of anyone else who is regularly in unsupervised contact with the children, such as regular volunteers.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Confidentiality and Client Access to Records policy and Information Sharing policy.

Procedures

- All records are the responsibility of the officers of the management committee who ensure they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Our financial records are kept up-to-date for audit purposes.
- We maintain our health and safety records; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

We notify Ofsted of any change:

- in the address of the premises;
- to the premises which may affect the space available to us or the quality of the childcare we provide;

- to the name and address of our registered provider, or, the provider’s contact information;
- to the person managing the provision;
- any significant event which is likely to affect our suitability to look after children; or
- any other event as detailed in the Statutory Framework for the Early Years Foundation Stage (DfE 2014).

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

Other useful Pre-school Learning Alliance publications

- Accident Record (2013)
- Accounts Record (2005)
- Safeguarding Children (Ed 2013)
- Recruiting and Managing Employees (2011)
- Financial Management (2010)
- Medication Record (2013)
- Daily Register and Outings Record (2012)
- Managing Risk (2009)
- Complaints Investigation Record (2015)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

10.4 Transfer of records to school

Policy statement

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

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

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

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

Procedures

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

- Using the *Early Years Outcomes* (DfE 2013) guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- This record refers to:
 - any additional language spoken by the child and his or her progress in both languages;
 - any additional needs that have been identified or addressed by our setting;
 - any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to school, we use the Early Years Foundation Stage transition documents supplied by Cambridgeshire County Council Early Years and Childcare service, unless it has been agreed with the school that an equivalent document will be used.

- If there have been any welfare or protection concerns, we discuss these concerns with the setting to follow and transfer any associated paperwork separately.

Transfer of confidential information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.
- Where a CAF has been raised in respect of any welfare concerns, we will pass on the name and contact details of the lead professional to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern, we will pass on the name and contact details of the child’s social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- We post or take the information to the school or setting, ensuring it is addressed to the setting or school’s designated person for child protection and marked confidential.
- We do not pass any other documentation from the child’s personal file, other than child welfare files, to the receiving setting or school.

Legal framework

- Data Protection Act (1998)
- Freedom of Information Act (2000)
- Human Rights Act (1998)
- Children Act (1989)

Further guidance

- What to do if you're worried a child is being abused: Advice for practitioners (HM Govt 2015)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
		<i>(date)</i>
On		<i>(date)</i>
Date to be reviewed		<i>(date)</i>
Signed on behalf of the provider		

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

10.5 Confidentiality and client access to records

Policy statement

'Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.'

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2015)

At Cottontails Pre-school, staff and committee members can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the Data Protection Act (1988) and the Human Rights Act (1988).

Confidentiality procedures

- Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; Cottontails Pre-school cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records policy) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive

matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.

- We keep all records securely (see our Children's Records policy).
- Most information is kept in a manual file. However, our staff may use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept. We do not keep electronic records on children, other than the register and financial data.
- Where it is helpful to keep an electronic copy, our manager has secure digital cloud storage.
- Our staff discuss children's general progress and wellbeing together in meetings, but more sensitive information is restricted to our manager and the child's key person, and is shared with other staff on a need to know basis.
- We do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual with us, our practitioners and manager check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

Client access to records procedures

Parents may request access to any confidential records held on their child and family following the procedure below:

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting manager.
- The setting manager informs the chairperson of the management committee and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The setting's manager and chairperson of the management committee prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.

- A photocopy of the complete file is taken.
- The setting manager and chairperson of the management committee go through the file and remove any information which a third party has refused consent to disclose. A thick black marker is used, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting manager, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

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

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

Further guidance

- Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

10.6 Information sharing

'Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.'

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

Policy statement

At Cottontails we recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- it is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

The responsibility for decision-making should not rely solely on an individual, but should have the back-up of the management team. The management team provide clear guidance, policy and procedures to ensure all staff and volunteers understand their information sharing responsibilities and are able to respond in a timely, appropriate way to any safeguarding concerns. The three critical criteria are:

- Where there is **evidence** that the child is suffering, or is at risk of suffering, significant harm.
- Where there is **reasonable cause to believe** that a child may be suffering, or at risk of suffering, significant harm.
- To **prevent** significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedure is based on the seven golden rules for information sharing as set out in *Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and*

carers (HM Government 2015). We also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. Remember that the Data Protection Act 1988 and human rights law are not barriers to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
 - Our policy and procedures on information sharing provide guidance to appropriate sharing of information both within the setting as well as with external agencies.

2. Be open and honest (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

At Cottontails we ensure parents:

- receive information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
 - have information about our Safeguarding Children and Child Protection Policy; and
 - have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
 - Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.
 - Our manager can seek advice and support from the committee Child Protection officer about possible significant harm.
 - Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact Cambridgeshire Direct, children's social care for advice where they have doubts or are unsure.
 - Our manager seeks advice if she needs to share information without consent to disclose.
 4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish. You may still share information without consent if, in

your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

- We base decisions to share information without consent on judgements about the facts of the case and whether it is 'in the public interest'.
- Our guidelines for consent are part of this procedure.
- Our manager is conversant with this and she is able to advise staff accordingly.

5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

At Cottontails we:

- record concerns and discuss these with the setting's designated person and/or designated officer from the management committee for child protection matters;
- record decisions made and the reasons why information will be shared and to whom; and
- follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

- Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decided to share, then record what you have shared, with whom and for what purpose.

- Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will see

their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign our registration form at registration to confirm they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school.
- We consider the following questions when we need to share:
 - Is there legitimate purpose to sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?
 - Is there a statutory duty or court order requiring us to share the information?
 - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
 - If the decision is to share, are we sharing the right information in the right way?
 - Have we properly recorded our decision?
- Consent must be *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- We explain our Information Sharing Policy to parents in our brochure.

Separated parents

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.

All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection policy.

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

Further guidance

- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)
- What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)
- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2015)

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

10.7 Working in partnership with other agencies

Policy statement

We work in partnership with local and national agencies to promote the well-being of all children.

Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing protocol, Safeguarding Children procedures and the Special Educational Needs procedures.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

This policy was adopted by	Cottontails Pre school	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	
Reviewed on	_____	
Signed on behalf of the provider	_____	

Name of signatory

Role of signatory (e.g. chair, director or owner)

Reviewed on

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

10.8 Making a complaint

Policy statement

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

Procedures

All settings are required to keep a written record ('summary log') of any complaints that reach stage 2 and above and their outcome. This is to be made available to parents as well as to Ofsted inspectors on request.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the setting manager.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting manager and the chair of the management committee.
- For parents who are not comfortable with making written complaints, we can provide a template form for recording complaints; the form may be completed with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting manager may wish to store all information relating to the investigation in a separate file designated for this complaint.

- When the investigation into the complaint is completed, the setting manager meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 3

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

Stage 4

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

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the setting manager and the chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used

to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Children’s Services and Skills (Ofsted) and the Local Safeguarding Children Board

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The number to call Ofsted with regard to a complaint is **0300 123 4666**. These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed and the setting manager works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

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

Other useful Pre-school Learning Alliance publications

- Complaint Investigation Record (2012)

This policy was adopted by

Cottontails Pre school

(name of provider)

On _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (e.g. chair, director or owner) _____

Reviewed on _____

Signed on behalf of the provider _____

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