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## **Bramhall Methodist Church Pre-School Statement of Purpose**

Early years' education is the foundation upon which children build the rest of their lives. Children learn best when they start from what is familiar and build on previous experience, progressing at their own rate.

Bramhall Methodist Church Pre-School offers a happy, caring environment. It provides well-presented activities and learning opportunities in play situations where the child actively takes part, thereby enabling development in both the prime and specific areas which are:

- Personal, social and emotional development
- Physical Development
- Communication and language
- Mathematics
- Literacy
- Expressive arts and design
- Understanding the world

Adult input is provided according to each child's stage of development where each unique child is encouraged in all of these key areas by the following staff:

**Mrs Lomax: Leader Manager. Designated Safeguarding Lead**

(BA (Hons) MA. PGCE)

**Mrs H Turner: Deputy. SENDCo Lead. Practitioner**

(BTEC in Early Years practice. Early Years SENDCo SMBC)

**Miss Jones: Practitioner**

(Practitioner (BA (Hons) Primary Education. QTS status)

**Mrs K Turner: Practitioner**

(NVQ Level 3 in Early Learning and Childcare)

**Mrs Butson: Practitioner**

(MA (Hons) PGCE. NASENCO)

**Mrs Tullett: Practitioner**

Currently undertaking NVQ Level 3 Diploma Early Years Educator

**Mrs Bevington: Practitioner**

**Mrs Wood: Practitioner**

Currently undertaking NVQ Level 3 Diploma Early Years Educator

**Mrs Navesev: Practitioner**

(NVQ Level 3 in Early Learning and Childcare)

**Mrs Calder: Practitioner**

NVQ Level 3 Diploma Early Years Educator

**Mrs Behbudi: Practitioner**

(NVQ Level 3 in Early Learning and Childcare)

**Mrs Freeth: Practitioner**

Currently undertaking NVQ Level 3 Diploma Early Years Educator

**Mrs Blease: Practitioner**

BA (Hons) PGCE QTS



## **OTHER RELATED POLICIES**

BMC Pre-School takes safeguarding seriously and understands this policy is over- arching above all policies. The setting also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this Pre-School.

### **Status of these policies and procedures**

These policies and procedures are available for all staff and parents to read. BMC Pre-School reserves the right to alter any of its terms at any time and all staff will be notified via team meetings and/or written confirmation of any changes. All staff are requested to re read the Policies and Procedures each Autumn Term and all are to sign to say they have read them. Any amendments are brought to the staff's attention



## **Introduction**

The Pre-School is under the control and administration of Bramhall Methodist Church and is for the benefit of parents/carers and children in Bramhall and district, without any discrimination. Whilst welcoming families of any faith, the Pre-School is committed to the values of the Christian Church.

The origins of the Pre-School at Bramhall Methodist Church lie in a meeting held in 1967 when the Church leaders responded favourably to a suggestion by a Church member that they should provide a playgroup facility. With the help of the Church Council Secretary, who had been the Children's Officer for Staffordshire, a constitution was drawn up, a leader was appointed and on 4<sup>th</sup> March 1968 the Playgroup opened. It quickly developed a reputation for its commitment to the care and development of children through structured play. Through the years the Playgroup kept abreast of educational developments, Government policy and the expectations of parents/carers, working to improve its performance and to meet the criteria set by the Social Services at their annual inspections. In 2000 it changed its name to Pre-School following its decision to join Stockport Early Years & Childcare Development Plan, to offer nursery education and to become subject to inspection by Ofsted.

## **Registration Details**

- Registration Number: EY360030
- Date of Registration: 14/09/07
- Date of Issue: 8/12/10

## **General Information**

The Pre-School is open for an academic year of 39 weeks, which runs from September to July.

The setting runs on a sessional basis with a morning session being 9.15–12.15, an afternoon session being 12.30–3.30 and an all day session being 9.15-3.30. The Pre School is open Monday to Friday Term time only. All dates are published on the website. Pre-School reserves the right to slightly alter the times of sessions during the last weeks of the calendar during the summer term due to the events programme. The Pre-School is regularly inspected by Ofsted. The Registration Certificate is on permanent display on the notice board along with the report of the most recent inspection.

It is desirable for the registration of attendance to be completed no later than 10 minutes after the start of the session. So should an emergency occur, such as a fire, the number of children and adults is known and evacuation can take place successfully.



## **Complaints procedure policy**

Should a parent/carer wish to make a complaint about, for example, an incident or the conduct of a member of staff, they should bring the matter to the attention of the Leader Manager, either verbally or in writing. The Leader Manager will then investigate the matter with both the appropriate staff and the parent/carer and try to resolve the matter. The Leader Manager will record the complaint and take the relevant action.

If the parent/carer is not prepared to accept the Leader Manager's decision or solution, or if the complaint is against the Leader Manager in the first place, the parent/carer may refer their complaint in writing to the Chairperson of the Pre-School management committee.

Should the complaint not be resolved by the Pre-School Leader Manager or the Chairperson of the management committee, the complaint can be forwarded to Ofsted.

The addresses for both are (as displayed on the notice board):

Chairperson:

Rev Sarah Parkin  
Bramhall Methodist Church  
Bramhall Lane South  
Bramhall  
SK7 1AL

Tel: 0161 439 1204 (Church office)

Ofsted Early Years Regional Office

3rd Floor  
Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA  
Tel. 08456 404040

## **GDPR**



As you may already be aware, the 25th May 2018 marked the enforcement of the General Data Protection Regulation (GDPR). The GDPR will replace the Data Protection Act 1998 and will change how we can use your personal data and keep it safe, and will also strengthen your rights over your own data.

First and foremost, it is important that you understand your rights under the GDPR.

You have the right to:

- Be informed about how we use your personal data.
- Request access to the personal data that pre-school holds.
- Request that your personal data is amended if it is inaccurate or incomplete.
- Request that your personal data is erased where there is no compelling reason for its continued processing.
- Request that the processing of your data is restricted.
- Object to your personal data being processed.

What we use your personal data for:

- To enable us to provide a responsible and safe pre-school for the benefit of our children including safeguarding and meeting medical needs.
- To administer child assessments, progress and records.
- To manage our staff, children and volunteers.
- To maintain our own accounts and records.
- To inform you of news, events, activities and services running at pre-school.

## **Privacy Notice**

Overview:





BMC Pre-School is committed to ensuring that we're transparent about the ways in which we use your personal information and that we have the right controls in place to ensure it is used responsibly and is kept safe from inappropriate access, theft or misuse.

This privacy notice explains how we use your personal information and tells you about your privacy rights and how the law protects you.

**Personal Information:** can be anything that identifies and relates to a living person. This can include information that when linked with other information, allows a person to be uniquely identified. For example:

- Names of staff and children.
- Dates of birth.
- Addresses.
- National insurance numbers.
- Tracking marks.
- Medical information.
- SEN assessments and data.
- Staff development reviews.

The law treats some types of personal information as 'special' because the information requires more protection due to its sensitivity. This information consists of:

- racial or ethnic origin
- religious or philosophical beliefs
- political opinions
- physical or mental health
- criminal convictions and offences

**Purposes:** We collect, store and maintain information for a number of different reasons, these include:

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

The legal basis for processing data and information sharing in the majority of cases, pre-school processes personal data as the law requires. For all other processing, we will collect personal information where:

- you, or your legal representative, have given consent
- you have entered into a contract with us



- it is required by law (such as where this is mandated by statute or under a court order)
- it is necessary for employment related purposes
- it is necessary to deliver health or social care services
- it is necessary to protect you or others from harm (e.g.in an emergency or civil disaster)
- it is necessary to protect public health
- it is necessary for exercising or defending legal rights
- you have made your information publicly available
- it is necessary for archiving, research, or statistical purposes
- it is necessary in the substantial public interest for wider societal benefits and is authorised by law
- it is necessary for fraud prevention and the protection of public funds
- it is in our legitimate interests (or those of a third party) provided your interests and fundamental rights do not override those interests

Your personal information may also be shared with other organisations, such as those who assist us in providing services.

These practical arrangements and the laws governing the sharing and disclosure of personal information often differ from one service to another.

but this privacy notice explains:

- why we need your information
- who else we obtain or receive it from
- the legal basis for collection and the choices you have
- who we share it with and why
- how long we keep your information
- how to exercise your rights

We'll only send your data outside the European Economic Area ('EEA'):

- with your consent, or
- to comply with a lawful and legitimate request, or
- if we use service providers or contractors in non EEA countries.

If we do transfer your information beyond the EEA, we will make sure that it is protected in the same way as if it was being used in the EEA. We will use one of these safeguards:

Transfer it to a non EU country with privacy laws that give the same protection as the EU. Learn more on the European Commission Justice website.

Put in place a contract with the recipient that means they must protect it to the same standards as the EEA. More information is available on the European Commission Justice website.

**Data Retention/criteria:** We'll only keep your personal information for as long as the law specifies. Where the law doesn't specify this, we'll keep your



personal information for the length of time determined by our pre-school requirements. We're committed to ensuring your personal information is safe and protected from accidental loss or alteration, inappropriate access, misuse or theft. As well as technical, physical and organisational controls, we recognise that a well-trained, informed and security alert workforce minimises privacy risks from human error and/or malicious threats. We require our service providers to implement appropriate industry standard security measures. We only permit them to process your personal information for specified purposes in accordance with our contractual instructions. You may exercise the rights listed below in relation to our use of your personal information. Some rights are absolute and others are not. If you're not satisfied with the way we have answered a request from you or handled your personal information, you have the right to make a complaint to the Information Commissioner.

**We may update or revise this privacy notice at any time.**

### **Fees policy**

Fees are set by the Pre-School Management Committee and are normally paid termly. They are reviewed at the start of every academic year and may rise in line with external factors. If there are raises in fees all parents will be informed in good time. Parents/carers receive an invoice at the beginning of each term.



Parents experiencing difficulties in making a single payment should discuss with the Leader Manager a method of payment to suit their circumstances. As a non-profit making group, income from fees is committed to necessary expenditure and no refund can be made for absences.

Non payment of/ overdue fees may incur a late payment fee as instructed by the Leader Manager. If fees are not subsequently then paid by the date specified by the Leader Manager then the parents will be contacted by letter (recorded delivery) and further action may be taken.

A child is eligible to receive the Nursery Education Grant (and additional hours funding for some) for 3 year olds the term after their third birthday and the Pre-School Leader Manager will make arrangements for this grant to be received, by the Pre-School.

Parents must give 4 weeks notice if they wish to remove their child from Pre-School and payment whether the child stays for them or not must be made for these 4 weeks.

Parents are required to pay a £50 deposit to secure their child's place prior to starting, which is refundable once their child starts. If a child does not start with us then their deposit will not be refunded.

Due to the recent changes (20/21) in legislation and policy due to COVID, fees will still be expected to be paid even if bubbles need to be closed.

At the start of term when children are settling in, fees will still be charged as normal as though the child is attending their requested sessions.

Non attendance of days, whether due to sickness or holidays will still be charged for as Pre-School still incur costs.

Non payment of fees may mean that your child will be unable to attend Pre-School for any subsequent terms until payment has been made.

### **End of term policy**

At the end of the Autumn and Summer term Pre-School reserves the right to alter timings slightly in order to fit in end of year celebrations. Pre-School therefore has the right to decide whether to alter any children's fees these changes may effect. Most changes are clawed back in non charges of late pick ups and no charges for pop in visits prior to starting Pre-School.



## **Students and volunteers policy**

We benefit from the active support of unpaid voluntary helpers, and the quality and variety of work, which goes on in this Pre-School make it an ideal place for students on placements from school or college childcare courses.

Volunteers and students are welcomed on the following conditions:

The needs of the children are paramount and students will not be admitted in numbers which would hinder the work of the Pre-School.

Student placements must be confirmed by the tutor or the school.

Students wishing to conduct child studies will obtain written permission from the parents of the child to be studied.

Students and volunteers will not have unrestricted access to children or be left on their own with a child.

Any information gained by students or volunteers in the Pre-School must remain confidential.

All adult volunteers will undergo a DBS check.

BMC Pre-School Management reserve the right as to whether students/ volunteers are taken on.



## **Confidentiality policy**

Information received by the setting is often confidential and in order to maintain the confidence of parents in our professional approach to this information, we have adopted the following procedures.

All parents may see the details kept about their child and themselves at any time.

Parents will not be given access to the information kept on other children and their families.

Feedback given to parents on their child's progress will be given directly to them unless they state that a third party, e.g. a carer or childminder can be involved.

Information about a child's medical needs or status, or concerns about Child Protection issues, will be kept in a separate file only available to authorised personnel.

Staff, visitors, students and unpaid voluntary helpers are made aware of the importance of confidentiality and their responsibilities in that regard.

Information about individual members of staff will not be given to anyone without their permission, except in the case of Child Protection

Data protection regulations will be followed.

Anyone found breaching confidentiality would be addressed through the employment disciplinary procedure.

Maintaining trust and confidentiality must be uppermost priority for all staff.



## Whistleblowing policy

“Whistleblowing is raising a concern about malpractice within an organisation.”

This policy provides Pre-School staff protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in the organisation.

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

Condition For Raising Concerns, The Public Interest Disclosure Act 1998 legislation and this policy offers protection only if the:

- Internal disclosure is made in good faith and there is reasonable suspicion that the alleged malpractice has occurred is occurring or is likely to occur
- Disclosure to a Regulator (e.g. Ofsted and LSCB,) meets the above criteria and the member of staff concerned honestly and reasonably believes the allegations are substantially true

For protection under the legislation external disclosure must also meet one or more of the following conditions:

- The employee believed s/he would be victimised if s/he raised the matter internally
- There is no prescribed regulator and the employee believed the evidence would be concealed or destroyed
- The concern had already been raised with the employer or regulator and had not been dealt with adequately or appropriately
- The concern is of an exceptionally serious nature

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the Leader 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 with the support of the Local Authority Designated Officer if necessary.

If an employee or volunteer feels the matter cannot be discussed or resolved with the manager or the owner he or she should contact the Local Authority Designated Officer (LADO) or OFSTED for advice on what steps to follow.



## Staff policy

The Pre-School is run by a Management Committee (as indicated above) which includes parent representatives and which appoints staff on the advice of the Pre-School Leader Manager.

Staff meetings are held at least every term and there are 5 INSET days throughout the academic calendar for all staff to enhance their CPD. Staff also undertake online training and attend courses throughout the academic year to continue their specific CPD which are all monitored and reviewed constantly by the Leader Manager. All meetings are minuted and all training certificates are added to staff files.

The ratio of staff to children over the age of 3 is 1:8 and for children under 3 the ratio is 1:4. On outings the adult/child ratio is 1:3. If there is an emergency and the adult/child ratio cannot be achieved, the Leader Manager will notify parents at the beginning of the session that the session or outing is regrettably being cancelled.

Staff are always available to discuss the concerns of a parent/carer regarding the needs or progress of their child.

All staff will always aim to:

- Act quickly to resolve any issues
- Remain friendly and courteous to all
- Always speak positively and never make negative comments
- Take pride in appearance
- Be positive





## **Admissions and Induction policy**

It is our policy to make Pre-School accessible to children and families of all sections of the local community. To accomplish this we shall:

- Publicise our service in places where all sections of the community can see them and in more than one language if appropriate
- Describe the Pre-School and its practices in terms which make it clear. Families from all cultural, ethnic, religious and social groups with and without disabilities are welcome
- Monitor the gender and ethnic background of children joining the setting to avoid inadvertent discrimination
- Operate our waiting list giving priority according to the child's age, moderated by the date of first registration on the list

On acceptance of the offer of a place, the Pre-School requires a deposit (set out in the fees policy) which is non refundable but will be set against the first term's fees.

A child will be admitted to Pre-School around the age of 2 years 6 months, or earlier at the Leader Manager's discretion.



## **Settling a child in policy**

There are bound to be variations to how a child settles in at Pre-School but we always take account of the individual child and the wishes of the parent.

Children will attend a period of settling in sessions with their parent/ carers the term they start. As to how many of how little they do is judged on each individual child. Progression from these sessions will be dependent on that child and how their parent/carer feels they will be able to cope with further sessions.

At these initial visits the child and parent will meet the child's key teachers who will introduce the child to some Pre-School activities. They will be keeping a watchful eye on the child once they start, providing reassurance and encouragement, comforting and helping the child integrate through the settling in period.

The child's first day at Pre-School will follow a similar pattern to the initial settling in sessions, however if the parent feels confident to separate from the child at the outset, this is entirely in order, and the parent should return at a given time and then take the child home.



## **No sleep policy**

As the children accessing our curriculum here at Pre-School are 2 and above, they will not be placed to sleep during their session with us. In order to support your child's comfort and well being though we will offer periods of rest and relaxation. A calming few minutes of mediation or a sit down with a book alongside a practitioner. If your child does appear sleepy we will inform you, as often it can be an indication of something else. If the management feel it is signal of the child becoming unwell then you will be asked to collect your child.



## Learning and development policy

During your child's time at Pre-School a record will be kept of your child's achievements and their learning and development. This progress will be monitored by your child's key person and will be available for you to see at any time.

The Pre-School does operate an 'open door' policy so please feel free to contact any member of the team at any time (during the pre-school hours)

Parent pop in sessions will operate throughout the academic calendar where all parents are given the opportunity for an informal chat with their child's key person. This operates on an appointment basis at a suitable time for both parent and staff member.

Learning at home is just as important to your child's development as learning within the setting. To aid this relationship between home and Pre-School, it is vital to share information as and when needed.

To achieve the aims and objectives of the Pre-School, each half term follows a very loose theme where all the "teachable moments" are done spontaneously through "In the Moment Planning" where objectives are met and assessed through the children's play. Parents/carers are notified of the theme at the beginning of each half term planning sheets are available should you wish to see. Should you also wish to contribute to the half termly topic or weekly theme please speak to a member of staff.

We plan activities which enable all children to reach stepping stones, based on the framework within the Early years foundation stage curriculum (EYFS)

The prime areas ("the building blocks") we look at are:

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

Once these are secure we look at the specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



## **Food and drink policy**

Children are required to bring their own snacks/ lunches to Pre-School. We do offer a drink of milk or water should the child choose.

Children have opportunities to take part in cooking preparing and tasting different foods regularly.

Parents must inform us initially on their child's registration form of all allergies cultural or medical needs.

All staff will be made aware of these needs by the Leader Manager and noted in detailed appropriately. They will also be displayed in a prominent place in each room.



## **Whatever the weather policy**

Children are requested to bring a NAMED coat to Pre-School whatever the weather.

The Pre-School aims to take the children outside every day regardless of the weather.

For children with health conditions that may be effected by the weather, the parents will be asked if their child is well enough to enjoy the outdoor facilities. The medication (if needed) will be taken with the child outdoors so that it is immediately available should they require it.

The children will experience a wealth of learning opportunities whilst outdoors and enhance their learning of weather conditions and seasons too.

Should it be raining extremely heavily a review will be taken by staff as whether or not to go outside. The children will go out in the snow and on cold days.

The staff will ensure that the children will wear any suitable outdoor clothing that you provide us, such as hats, gloves and scarves.

The staff will also apply suncream on hot days (checking the permission forms) and will supply children with additional drinks. Children will be requested to wear sun hats and take breaks from being in the sun by sitting in the shade.

On exceptionally hot days children will be encouraged not to be over active physically and participate in calmer, quieter activities.



## Transition policy

At Pre-School we realise that transitional changes may be stressful for children, and parents/carers.

These transitions for children may occur in various ways:

- From parent/carer to our Pre-School
- From another setting to our Pre-School
- From our pre-School to Nursery/Reception

To ensure all moves are made as smooth as possible and with as little disruption to the child we will work closely with the parent/carer and the child.

In order to do this we will:

- Invite parents to settling in sessions prior to starting at Pre-School
- Gather as much information possible about the child from the parent
- Allocate a key person to each child
- Tailor the settling in to suit each child's needs
- Allow parents/carers to remain within the Church building as their child settles in to Pre-School, within the Pre-School rooms or in the waiting area
- Actively encourage the sharing of information
- Listen to any of the child's concerns, providing support and reassurance, whilst liaising with parents
- With parental permission liaise with and share information with other settings/providers that their child attends or is moving on to
- Invite reception and or Nursery class teachers to visit us and meet the children informally in preparation for the child's move to school
- Accompany children and parents/carers on transitional visits if necessary
- Complete a "learning journey" sharing and welcoming parental input and with permission forward this information on
- Share information with the child's next setting to ensure they have a clear and concise picture of the individual child



## **Safeguarding children policy**

### **Our commitment**

At BMC Pre-School we are committed to safeguarding and promoting the welfare of all children, in line with the duty placed on us by section 175 of the Education Act 2002.

We strongly believe that all children have the right to feel safe and to be protected from psychical, sexual or emotional abuse and neglect.

With us safeguarding encompasses child protection, safer recruitment, managing allegations against members of staff as well as our approach to the Team Around The Child (TAC) process. Our approach is also supported by behaviour management, our response to managing bullying and racist incidents, our response to care and control, our response to children who are absent from Pre-School, our response to the use of technology in Pre-School, our management of children with medical needs, our first aid arrangements, our management of trips and our health and safety procedures. These are all documented separately.

Throughout everything we aim to work well in partnership with parents/carers and any other agencies to promote the welfare of our children.

Our designated Welfare and Safeguarding person is Mrs Kathryn Lomax (Leader Manager) and in her absence is Mrs Helen Turner (Deputy Manager).

At Pre-School the views of our children are very important.

We make sure that they know we are always prepared to listen to them through:

- Group/circle times
- Throughout the day when staff join children in play
- Outside as above
- Staff are mindful of the need to actively listen to children at all times during their time with us
- Staff are asked to report the content of these conversations to either the Leader Manager or Deputy through established meeting structures in Pre-School whether or not they are concerns expressed by the child
- We do this to ensure we have a constant overview of the children under our care
- We use these findings/conversations to inform our curriculum developments and specific needs for individual children





## Staff and safer recruitment policy

At Bramhall Methodist Church Pre-School we endeavour to protect the children in our care by implementing rigorous checks for new staff and volunteers and by our code of conduct within the Pre-School environment.

All our staff wear correct ID badges and all visitors sign the visitors book and wear a visitors badge.

The main features of our recruitment procedures are to:

- Ensure DBS checks are carried out on all new staff members and volunteers at the setting
- Make appointments subject to a probationary period
- To promote the good practice of rechecking the DBS status for all staff members and volunteers every three years (run through the Churches for safeguarding) who do not have to apply for the update service, as inline with Ofsted
- To ensure all the management committee apply for the update service with their DBS certificates (run through Capita) as in line with Ofsted to enable Ofsted to run checks at any given point
- To ensure the Leader Manager apply for the update service with their DBS certificate (run through Capita) as in line with Ofsted to enable Ofsted to run checks at any given point
- To ensure all staff are trained in child protection and safeguarding issues including reporting and documenting concerns and evidence or when relevant specific CAF training
- To ensure that all staff and volunteers are continually trained in line with current guidelines and legislation on safeguarding and child protection issues
- Prevent abuse by good day to day practice: i.e. supervision and monitoring
- Ensure whenever possible that two members of staff are always present together
- Check regularly when a member of staff needs to be alone with a child: i.e. nappy changing
- Ensure that room layouts permit constant supervision of the children
- Permit only fully confirmed members of staff to accompany a child to the toilet
- Monitor and investigate changes in a child's behaviour or appearance

When recruiting of staff we will make sure of the following:

- Request 2 references prior to interview using a detailed request form
- Scrutinise the application form and references to identify any gaps in employment or inconsistencies in the information supplied using this to formulate specific candidate questions
- Check the validity of qualifications
- Check the eligibility of the person to work in the UK
- Ask specific questions during interview related to safeguarding



- Reserve the right to dismiss a candidate if false information has been submitted during the recruitment process or comes to light
- Inform the candidate of who will they report to
- Inform the candidate of the main duties and responsibilities of the post
- The post holder's individual responsibility to safeguard and promote the wellbeing of children and young people in our care
- A section for the applicant to state how they meet criteria from our person specification



## Concerns around the child policy

If a member of staff has concerns about a child they will follow this procedure which is based on the booklet 'what to do if you are worried a child is being abused: A summary (Kept on the staff notice board.)

- They will report their concerns immediately to the designated child protection officer. A course of action would then be decided upon depending on the individual circumstances. This would be in line with the guidance and legislation of the above document
- Written records will be kept of the concerns. These will remain confidential and only shown to people on a need to know basis
- Concerns will be shared with parents as appropriate unless concerns are of sexual abuse or fabricated illness or where safety may be compromised
- If concerns persist they will be reported to Social Care: 0161 217 6028 or 0161 718 2118 (out of hours) and followed up in writing via a CAF form within 48 hours by the designated child protection officer
- We will be advised what to do next by Social Care
- We will inform Ofsted of the incident

No attempt will be made by our staff to conduct an investigation into cases of suspected abuse.

Social care and the police are responsible for undertaking investigation abuse following a referral. It will be the responsibility of those investigating the case to ensure that parents/carers are fully informed about the investigation. This is not the responsibility of Pre-School.

Parents must understand that all staff are legally obliged to follow up any concerns they may have around child protection.

All child protection records are kept separately from other records in Pre-School. Hard copies are stored in a locked cupboard. The designated welfare person and her deputy are those colleagues who have the right to access these documents. When necessary they may be shared with other relevant members of staff, but this decision is made by the designated officer. Copies must not be taken.

When a child leaves Pre-School their child protection records are sent to receiving settings separately from the child's other school records. Information is not sent until the place has been conformed at the new setting. If no conformation is received we would keep the information indefinitely.



## **Bereavement Policy**

A death can affect the Pre-School community in many differing ways. Adults and pupils benefit from being kept informed of a death. Rumour and gossip can be very damaging and can lead to both young and old developing the attitude that the death is not a topic to talk about. Children and young people have a healthy curiosity and if they are not informed of the circumstances or feel they are unable to ask questions, their normal grief process can be obstructed.

Bereavement affects everyone in different ways and for different periods of time. Whatever the level of understanding about bereavement, we have a duty to help support anyone when they could be feeling their most vulnerable, in the way that best meets their needs. By adopting a planned and considered approach Pre-School can support the emotional well being of the child, family and staff.

### **Aims**

- To provide a framework for all staff, to give guidance in how to deal sensitively and compassionately with difficult and upsetting circumstances.
- To meet the needs of all our children and staff and to be a place that both child and family can rely on, and gain much needed support.
- For the whole Pre-School community to work together, with outside agencies as appropriate, to support each other.
- For staff to have time and space to work through their own feeling and become aware of the needs of the children.
- For children to have the opportunity to tell their story, express their feelings, share their memories and develop coping strategies through support by sensitive staff.
- To have clear expectations about the way Pre-School will respond to the death, and provide a nurturing, safe and supportive environment for all.
- The family will feel supported and be given an opportunity to express their feelings of loss.

### **Guidelines**

The following guidelines will provide a framework for informing staff, management committee and children following a death.

#### **Informing staff and management committee of a death in the Pre-School community.**

- Where possible discussion should take place with family and their wishes taken into account before decisions are taken on how and what to tell the staff in Pre-School.
- All staff should be informed of a bereavement as soon as possible, with factual information. A staff meeting will be arranged as soon as practicable and absent staff will be identified. Arrangements will be made to inform absent staff over the telephone.



- Management will be prepared for reactions to this news including visible upset and feeling of anger/guilt. People may connect the incident to their own personal experience of bereavement, so feelings about past bereavements may need to be discussed. This is perfectly natural response.
- Management will be available to talk things through with a member of staff, parent or child if they are finding the situation particularly hard. Advice for families will also be provided of support services available to them.
- Bereavement support or counselling should be available to all as necessary.
- Where possible all staff that have requested to attend the funeral or memorial service will be released from timetable.

### **Informing the Pre-School children of a death in the Pre-School community**

- Pupils of all ages can experience grief and loss.
- Pupils in the same group should be told, in small groups with adults they know.
- A letter should go to families within school the same day if possible
- Staff will be provided with guidelines of how to inform pupils
- Time and space will be provided
- Staff will be as honest as possible about their own feelings and experiences and talk about their relationship with the person.

### **Ongoing support**

- The family and staff will be given an opportunity to celebrate the life of the child. Pre-School will provide ongoing support children to explore their feelings and memories through identified activities
- Some opportunities may include story telling, remembering activities, and expressing feelings activities

### **Supporting Pre-School children of a death outside of the Pre-School community**

- When Pre-School is informed of a bereavement that is linked to a Pre-School child e.g. family member, close family friend, pet
- The family should be asked how Pre-School can be involved to support the child and family.
- It should be explained to the family how Pre-School can provide resources to support the child
- Both parties will monitor any changes in child's behaviour and share any information.

### **Monitoring**

The policy guidance and resources will be reviewed at regular intervals to enable any new resources or information to be included.

### **Suggested script**

"I've got some really sad news to tell you today that might make you sad. (Name) died yesterday. This means that we won't see (Name) again. We have lots of memories of (Name) that we can think about and we can celebrate those together"



## Available resources and outside agencies

- Child Bereavement UK 0800 02 888 [www.childbereavementuk.org](http://www.childbereavementuk.org)
- Cruse Bereavement Care – call 0808 808 1677 [www.cruse.org.uk](http://www.cruse.org.uk)
- Winston's Wish (08088 020 021) available for parents to call between 9am and 5pm Monday – Friday. [www.winstonswish.org](http://www.winstonswish.org)
- Winston's Wish also have an e-mail service for families to access through their website. They will try to answer you within one working day  
[www.winstonswish.org/supporting-you/ask-a-question](http://www.winstonswish.org/supporting-you/ask-a-question)
- Educational Psychology Service Tel: 0161 474 3870
- [www.beacon-counselling.org.uk](http://www.beacon-counselling.org.uk) counsellors can help families cope with bereavement and loss



## **Allegations of abuse against a member of staff policy**

- Allegations must be made to the Leader Manager or Chair Person of the management committee. These would reported by telephone to the Local Authority Designated Officer and be followed up in writing via a CAF form
- The management will discuss with the LADO the subsequent form of action and if necessary suspend the staff member involved pending further investigation. In the case of the Leader Manager being involved the committee member will liaise with LADO and carry out the necessary investigation
- The Leader Manager or committee member will ensure all record keeping is in line with The Working Together to Safeguard Children Act 2010 and Data Protection Act 1998. They will ensure records are kept about:
  - Events leading up to the allegation
  - Circumstances and the allegation
  - Professional opinions of others involved
  - Action to be taken
  - Final outcome
- The Setting will contact Ofsted with the details of the allegation
- Confidentiality will be maintained at all times as appropriate

**ALL STAFF ARE MADE AWARE OF THIS POLICY**

Social Care

Contact number: 0161 217 6028

Emergency Team out of office hours (before 9am and after 5pm)

Contact number: 0161 718 2118

Local Police: Public Protection Unit

Contact number: 0161 856 9931



## Parent/Carer responsibilities policy

Parents/carers are the first educators of their young children. The aim of the Pre-School is to support their essential work, not to supplant it.

We shall:

- Make all new parents/carers aware of the Pre-School's systems and policies
- Ensure that parents/carers are represented on the Management Committee
- Ensure that parents/carers are informed on a regular basis about their child's progress
- Ensure that all parents/carers have opportunities to contribute to the activities of the Pre-School from their own skills knowledge and interests
- Involve parents/carers in shared record-keeping about their child, formally and informally
- Ensure that all parents/carers are informed about meetings
- Consult families about the times of meetings
- Hold meetings in venues which are accessible for all
- Welcome contributions from parents/carers, whatever form they may take
- Make known the systems for registering queries, complaints or suggestions
- Provide opportunities for parents/carers to learn about the Pre-School curriculum and about young children's learning, in Pre-School and at home

Parents/carers are required complete an information sheet concerning the child on entering the Pre-School. Ofsted requires certain information to be kept on file, such as an emergency contact number and an immunisation and health record. All information given is kept confidential however, the Leader Manager may divulge information to staff in confidence if it involves the well being of the child. The Pre-School should be told of any changes or additions to the information originally provided.

Please ensure that your child is always in Pre-School in good time for registration at 9.15am for a morning session and 12.30pm for an afternoon session. Children must never be left unattended before Pre-School is open. It is the responsibility of the parent/carer when leaving a child at Pre-School to inform us who will be collecting the child if it is not to be the same person who brought them providing the person picking up with the relevant password. No adult or parent of another child at Pre-School will be allowed to collect your child without this notification. As an additional precaution, Pre-School must be told if there is a particular person who must not be allowed to withdraw or collect the child.

All items of clothing that might be removed during the course of the session must be named. Drinking water is always available and a drink of milk or water is provided at snack time alongside the snack.





## **Babysitting Policy**

Historically it has not been uncommon for Pre-School staff/ families of to be asked to babysit for BMC families outside of working hours. It is best practise that paid staff should not babysit for any family attending the setting as this oversteps the professional boundaries. So:

### **Pre-School:**

- Will not be responsible for any arrangements or agreements made between parents/carers and our staff regarding babysitting
- Will not be held responsible for any health and safety or other issues that may arise from these private arrangements
- Has a duty to safeguard all children whilst on their premises and in the care of our staff during Pre-School opening hours. This includes having a number of trained and experienced staff on the premises at all times who follow BMC's policies and procedures. This duty does not extend to private arrangements between staff and parents/cares outside of Pre-School hours

### **Staff Employed at BMC:**

- Out of hours work arrangements must not interfere with their employment at BMC
- Individuals must uphold the Data Protection Act 1998 at all times. Discussions about BMC, other children or families and employees of BMC are not permitted and would be considered a breach of contract

### **BMC Pre-School Families:**

- Parents/carers should be aware that other adults accompanying the babysitter may not have the relevant DBS check clearance, and it may not be appropriate for them to care for children
- Parents/carers should not involve BMC with private arrangements



## **Non-collection of a child policy**

If no one arrives to collect a child at the end of a session, the Leader Manager will:

- Try to telephone the parent/carer on the number provided, leaving a message where applicable
- Try to telephone the emergency reserve contact person/s
- Wait with the child at Pre-School until the child can be collected by the parent/carer, the emergency contact person or an authorised other person using an agreed password
- If after 30 minutes the child still remains within the setting and no contact can be obtained with parent/carer contact Social Services on 0161 217 6028
- Social Services may advise the Leader Manager to contact the Police
- Notify Ofsted in accordance with their requirement
- Additional cost incurred by the setting will be levied



### **Collection of a child other than the parent policy**

If someone other than the parent is to pick up from Pre-School then the parent must inform the Leader Manager or the Deputy or use the code system laid out in the new starter pack.

### **Drop off and pick up policy**

All children are the responsibility of their parent/ carer before they are handed to a member of the team at 9.15am or 12.30pm drop offs, depending on which sessions they are attending. Likewise at pick ups, children become the responsibility of the parent/ carer once the child is handed back at 3.30pm or 12.15pm (sessions dependent)



## Children absent from Pre-School policy

We ensure that Pre-School registers children accurately. If a child is absent from Pre-School and we have not received notification as to why we contact the families of those absent. If we receive an unsatisfactory reason or are unable to gain an explanation for the absence and the child is either the subject of a child protection plan or is “looked after” we will make a referral to the Services for Young People.

If we have welfare concerns we continue to contact the family for every day (of the days they are supposed to be in) for up to 10 days. We make a referral to the SYP at any point during this 10 days as appropriate.

If we have had no previous welfare concerns but the child is absent without reasonable explanation for 10 days a referral will go to the SYP on the 10th day of absence.

We as a setting are aware of our legal requirement under the Prevent Duty that we have a “duty on early years providers to have due regard to prevent people from being drawn into terrorism” **Counter Terrorism and Security Act 2015** Should this situation arise all of the above procedures would be followed.



## **Outings and trips policy**

A risk assessment will be carried out before the outing. Wherever possible the outing will be planned so that children with additional needs can participate. Permission from parents/carers will be sought for each child to take part. A first aid kit, register, spare clothes and Pre-School mobile phone will all be taken. A list of those taking part and contact numbers will be left with the Pre-School chairperson Mr John Benvie or other responsible person from the management committee in case of emergency. The adult/child ratio for outings is 1:3.

The register is taken at the start and the end of the outings and there are regular head-counts in between.

Parent/carers will only be responsible for their child/children.

Parents will not be allowed to take any group photographs on or video any of the trips/ events of other children. If parents wish to take a photograph of their own child they may do so but there must be no other children on it and if so they must have the express permission of that child's parent/carer in order to take the photograph. This same rule applies for events such as the Nativity or Graduation for example. Photographs will be taken on the Pre-School iPad which can then all be used in accordance with the photograph policy.



## **Lost child (during a trip or in the setting) policy**

In the event of a child being lost the whole group would be brought together and adults assigned to stay with them whilst the other adults would be assigned to search. Searched areas would be closed off if possible. A reasonable time would be allowed for the search (this would be dependent on the size of the area to be searched, its locality and the number of adults participating in the search, about 15 minutes) after which the adult in charge of the outing would notify the police, the child's parents and Ofsted. If on an outing/trip it would normally be terminated at this point.

Once the child is found a risk assessment and safe management plan will be established in an attempt to prevent this happening again



## Off-site visits policy

Off-site visits are activities arranged by or on behalf of the Pre-School and which take place outside our grounds.

We believe that off-site activities can supplement and enrich our curriculum by providing experiences which would otherwise be impossible.

All off-site activities must serve an educational purpose, enhancing and enriching our children's learning experiences.

In this policy we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all children at all times.

The aims of our off-site visits are to:

- enhance curricular and recreational opportunities for our children;
- promote the independence of our children as learners, and enable them to grow and develop in new learning environments.

Risk assessments will be carried out by Leader Manager prior to the visit and first aid equipment will be taken on the day.

We will ask parents/carers to sign a consent form in advance of such outings.

The Leader Manager will:

- ensure that risk assessments are completed;
- assign competent staff to lead and help with trips;
- organise related staff training;
- verify that all accompanying adults, including private car/coach drivers, have had satisfactory police checks,
- make sure that all necessary permissions and medical forms are obtained;
- keep records of visits, and ensure there are regular generic assessments of the risks (for example road-crossing) where there are frequent visits to local venues (for example the park).
- All needed resources are taken on visits e.g. emergency contact list, change of clothes, nappy changing equipment, water and snacks.

A comprehensive risk assessment is carried out by the Leader Manager before the proposed visit. It will assess the risks which might be encountered on the visit, and will indicate measures to prevent or reduce them. The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?



- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?

The Leader Manager/ Deputy planning an off-site activity will make a preliminary visit to the venue, in order to carry out an on-site risk assessment. It is important to take into account the probable weather conditions at the time of year proposed for the trip, and the Leader Manager should take careful account of the facilities available, with due regard to the proposed size of the group. They should also assess the site's suitability with regard to the age and any particular needs of the children. They will also consider the venue's own approach to security and to health and safety. Venues providing instructor-led activities will have their own risk assessments for particular sessions, and these assessments may be adopted if it is impractical for the managers to experience the activity beforehand, or if she lacks the skills required to make informed judgements about the risks it may involve.

It is important to assess and record any health, safety or security issues that are identified during the preliminary visit. Any such issues will be taken into account when the final decision is taken on whether the visit should proceed, and the visit plan must state both the extent of any risks involved, and the measures that will be taken to reduce or eliminate them. The Leader Manager leading the visit must complete a Pre-School visit risk assessment check list and keep in the risk assessment file. A risk assessment must also cover transport to and from the venue. The coach company we use on a regular basis has provided us with a letter detailing all the health and safety measures it routinely takes, including:

- the provision and required use of seat belts;
- proper vetting of the driver by the police;
- proper insurance for the driver;
- details of first aid and emergency equipment;
- breakdown procedures.

The costing of off-site activities should include any of the following that apply:

- transport;
- entrance fees;
- insurance;
- provision of any special resources or equipment;
- costs related to adult helpers;
- any refreshments the nursery has opted to pay for.

Transport arrangements will allow a seat for each member of the party. It is our policy only to use coaches fitted with seat or lap belts, and to insist that they be worn by all those participating in the visit.

The parents of children taking part in an off-site activity should be provided with all appropriate information about the intended visit. Parents must give their permission in writing before a child can be involved in any off-site activities.





Funding for off-site activities is provided mainly by parental contributions. This must be made clear to parents in all correspondence about an educational visit at the planning stage. To ensure inclusion at the Pre-School discretion cost maybe supplemented.

All adults accompanying a party must be made aware, by the Leader Manager of the emergency procedures which will apply. Each adult should be provided with an emergency telephone number. This will normally be the Pre-School mobile number. All adult helpers will be accompanied by a member of Pre-School staff and never left unattended with a group of children.

Before a party leaves the Leader Manager will provide a list of everyone, children and adults, travelling with the party, together with a programme and timetable for the off site visit.

The safety of the party, and especially the children, is of paramount importance. During the activity the LM must take whatever steps are necessary to ensure safety. This involves taking note of any information provided by medical registration forms, and ensuring that children are both safe and well looked after at all times.

The visit plan for intended educational visits must include the following:

- risk assessment;
- report on preliminary visit;
- applications for approval of visit;
- general information;
- names, ages, contact details, permission forms, medical records and other relevant details of all those going on the visit;
- travel schedule;
- full plan of activities;
- fire precautions and evacuation procedures;
- intended arrangements for supervision;
- insurance arrangements for all members of the group;
- emergency contacts and procedures;
- general communications information;
- guidance for managers
- guidance for the emergency contact and managers
- medical questionnaire returns;
- first-aid boxes, inhalers, Epi-pens if needed, and individual prescribed medicines.

The same standard of care and interaction with the children is expected of staff, volunteers and students on outings.

The worker's prime responsibility on outings is to ensure the safety of the children, however they will be expected to balance this responsibility with ensuring that children have the maximum opportunity to experience and explore new environments, to socialise and to have fun.



Different types of outings take place and each will require slightly different preparations and staffing levels.

These include:

Trips on foot, e.g. visits to the park, the library, local markets and places of interest.

Trips on public transport to places like museums, farms, etc.

If the Pre-School's policies and procedures are being observed the likelihood of a child being lost is small. Very occasionally a child may become separated from the group on an outing or become lost.

With careful planning and co-operative working amongst staff, children should not be out of sight of an adult during an outing.

If it is realised that a child is no longer with the group, staff should look carefully all around without leaving the group.

The practitioner's children should be re-allocated to other members of staff.

The LM will contact the parents immediately.

The police will be informed and all the children will be returned to the Pre-School.

At the end of the day the LM will complete an incident report.



## **Health and Safety Policy**

### **Illness policy**

Parents/carers are asked to keep their child at home if they have an illness or infection and are to inform Pre-School so that other parents can be alerted if appropriate. Depending on the illness or infection will determine when the child can re-attend the setting. A list of notifiable diseases is kept in our health file and information on infectious periods. The sick/poorly children of staff are not permitted to accompany their parent to work. Cuts and sores, whether on children or adults, should be covered with a suitable dressing. Consent from parents will be sought for suitable dressings.

If a child is taken ill in Pre-School, staff will reassure the child, make the child comfortable and monitor their condition. The parent/carer will then be contacted and requested to collect the child as soon as possible. A written record will be kept of the circumstances in which the child has been collected.



## Intimate Care policy

- Intimate care refers to the care given when meeting a child's toileting and hygiene needs. This will range from minimal assistance to full care depending on the individual child's needs for reasons of age, illness, special needs or disability.
- We aim to provide intimate care when required, which acknowledges the responsibilities, and protects the rights of everyone involved.
- We believe that children have the right to be treated with sensitivity and respect, and in such a way that their experience of intimate care is a positive one. We acknowledge that it is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible.
- We also believe that every child should be encouraged to have a positive image of their own body.
- We aim to provide guidance and reassurance to staff, and protect the rights and well being of children.

### Procedure:

- We will liaise closely with parents/guardians of children with special needs to obtain as much information as possible in order to make the process of intimate care as comfortable as possible. We will endeavour to take all of their individual concerns into account. We are conscious that this is a sensitive issue and will ensure all of our staff are aware of our confidentiality policy.
- We believe that information on intimate care should only be communicated by personal contact, sealed letter, or telephone between parents/guardians and the member of staff concerned.
- We will ensure that all staff are familiar with the normal precautions for avoiding infection and that they are aware of our hygiene policy and procedure. Staff will wear gloves and any soiled waste should be either flushed down the toilet or placed in a sealed waste disposal bag which is placed in a separate bin.
- We will encourage our staff to take part in any appropriate training whether that is internal or external training, and we will endeavour to provide supervision and induction of all staff.
- We will endeavour to ensure privacy appropriate to the child's age and situation when carrying out intimate care.
- We will allow the child to care for themselves as far as they are able to, and encourage our staff to promote appropriate use of toilets and associated skills.
- We will be aware of and responsive to the child's reactions, and provide reassurance whenever this is required.
- Where possible each child will be cared for by their Key Person.
- When providing intimate care, the settings Safeguarding Policy will be adhered to at all times.



- If a member of staff has any concerns about physical changes in a child's presentation e.g. marks, bruises, soreness etc. they will immediately report the concern to the Designated Safeguarding Lead or Leader Manager
- If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/Carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Further advice will be sought from outside agencies if necessary.
- It is not normally practical from the point of view of staffing resources, for there to be two members of staff involved in intimate care of one child, and also this will not assist the privacy of the child. We will, wherever possible though, advise our staff to inform another member of staff when they are going to undertake intimate care of a child.
- The above policy will be reviewed regularly and the procedure monitored and evaluated.



## Head Lice policy

Head lice do not transmit infectious diseases, they are transmitted by having head to head contact with someone who has head lice. You may be reassured to know that head lice are common in pre-school/school aged children and are the most adaptable of creatures. If you do find head lice or eggs on your child's hair. Inform us here at Pre-School and advise us when you have started the treatment.

When can my child return to Pre-School?

Your child doesn't need to stay away from nursery ONLY if you are ACTIVELY treating the infestation. In order to assess this you will need to contact the Leader Manager. It is only fully-grown lice that readily move from head to head. Newly-hatched lice will stay on your child's head for around six days, so you should under correct circumstances be able to remove them by combing before they are ready to move on. Whether your child has to remain away from Pre-School will be at the discretion of the Leader Manager.

As always Pre-School is aware that head lice can be a sensitive issue and we are committed to maintaining your confidentiality.



## **Accidents policy**

Pre-School will ensure that first aid equipment is kept accessible and replenished.

It will be stored in the main classroom with signage to display its whereabouts.

Should a child be injured, the first aider on duty will administer first aid. After assessment if it is felt the injury is serious, the child will be taken to the accident and emergency department by the parent or emergency services if deemed necessary. If taken by emergency services a member of staff would accompany the child and the parent/carer will be notified immediately and told where to meet their child. If it is impossible to contact the parent/carer the Pre-School will then contact the person named as the emergency contact by the parent/carer on the registration form. All accidents are recorded in the accident book and the record signed by staff and the parent/carer.

If a child is taken to the accident and emergency department, Ofsted and RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013) will be informed.



## **Administering medication policy**

Prescription and non-prescribed medication may be given to a child if informed consent is given by the child's parent/carer. Medication documentation will need to be completed by the parent/carer stating the name of the medication, the dosage, time of administration and why the medication is to be given. A signature from the parent/carer will be required and details of the child's G.P.

A signature will only be required as the child starts the course of medication in the case of antibiotics, not every time it needs to be administered.

Staff will be trained on how to recognise anaphylaxis and how to administer an adrenaline auto-injector. Staff will be trained on how to administer inhalers in the case of asthma. Aspirin or Aspirin based products will only be given if prescribed by the child's G.P.

All medications will be kept inaccessible from the children. Antibiotics will be kept refrigerated if necessary, adrenaline auto-injectors and Piriton will be kept in the anaphylaxis box.

All staff are first aid trained. If administering medicines one staff member will administer and one will witness. Both sign the medicine book. All First Aiders will attend re-training every 3 years.





## **Smoking and alcohol policy**

Smoking and the consumption of alcohol are not permitted anywhere on the Pre-School premises. Disciplinary action will be taken with any staff member not abiding with this policy.



## **Animals policy**

Animals may be brought into Pre-School by arrangement with the Pre-School Leader Manager for observations, talks and discussions about their care and needs. Children will be supervised when handling animals and will wash their hands afterwards. Management will ensure animals brought on to the premises will not pose a health risk.



## **Dog in Pre-School policy**

From time to time Mrs Lomax may bring her dog into Pre-School. Children can benefit educationally and emotionally, increase their understanding of responsibility and develop empathy and nurturing skills, through contact with a suitable, calm dog. In addition to these benefits, children take great enjoyment from interaction with animals. The breed, Cockapoo, is carefully selected as suitable for this type of environment. The dog is well-cared for and responsibly owned by the Leader Manager.

### **Is there a risk in bringing a dog into a Pre-School environment?**

This policy shows how we have thought carefully about Pre-School life with a pet dog and how, through careful management, there is a very low risk of harm.

#### **Context:**

- The dog will be owned by Mrs Lomax
- Veterinary costs will be paid by the owner
- The dog is a Cockapoo chosen for its temperament, intelligence and non-moulting coat
- It is hypoallergenic
- The Leader Manager, staff and Management Committee, have agreed that a Therapy Dog would bring many benefits to BMC Pre-School
- Where there are any concerns or fears expressed by individuals, a care plan will be set up
- The risk assessment is reviewed annually
- Visitors, families and children will be informed of the dog on arrival of their first visit

#### **Management: day to day the dog will:**

- Not be allowed into Pre-School if unwell
- Be carried or kept on a lead when moving between rooms or on a walk where appropriate
- Be under the full control and supervision of an adult at all times
- Be fully trained to a cage and a mat
- Have had all injections prior to joining Pre-School
- Never be taken off the site by pupils without adult supervision

#### **Children will:**

- Not have sole responsibility for, or be left alone with, the dog
- Be reminded of what is appropriate behaviour around the dog every time they meet her
- Always be reminded to respect the dog and remain calm around it
- Be gentle and not make sudden movements



- Not stare into a dog's eyes as this could be interpreted as a threat
- Not put their face near the dog
- Always approach the dog standing up
- Not disturb the dog that is sleeping or eating
- Not eat close to the dog and never feed the dog
- Learn about how dogs express their feelings through their body language

**Protocol to be followed should the dog be hurt by children or other incident:**

- The dog will be removed calmly from the situation by the accompanying adult



## Hygiene policy

To prevent the possible spread of infection and to encourage good practice, the following practices are encouraged and observed by children and or staff.

Hands are washed after using the toilet, after messy activities and before preparing or eating food.

Paper tissues are readily available and all are encouraged to wipe and blow their noses and tissues are then disposed of hygienically. Everyone is encouraged to shield his or her mouth when coughing.

Laundered pants and other clothing are available in case of accidents, and soiled garments are wrapped in polythene bags and kept in a designated box. Soiled nappies are changed in private and disposed of in nappy sacks.



## **Cleaning/Housekeeping policy**

All table top surfaces are wiped by staff using a Dettol Anti-bacterial surface spray (which is all stored away in a locked cupboard and never left unattended in any room) and paper centre feed rolls. The paper centre feed roll is then thrown after cleaning.

Any spillages (non bodily fluids) are cleaned by staff with the initial being taken up using centre feed rolls (all staff wearing disposable gloves) and then mopped with the CREAM bucket using a Flash liquid gel. Any spillages of bodily fluids are cleaned up in the same way using the GREEN bucket. All buckets are filled with the cleaning product in the locked sluice cupboard again where all the cleaning products are stored. Buckets are then cleaned/rinsed out away from the children in the locked sluice cupboard.

No cloths are used in the cleaning process as these can harbour germs.

Spilt sand is also swept up and thrown away and not returned to the sand tray.  
Play dough is replenished on a weekly basis.  
Waste bins are emptied at the end of each day.

All staff receive regular training and updates to make sure everyone is cleaning correctly in order to minimise the spread of infection.

Contract cleaners clean the toilets and Pre-School rooms at the end of every day. A copy of their cleaning policy can be found in our Risk assessment/Health file.

**ALL COSHH DATA FOR ALL OF OUR PRODUCTS USED ARE IN OUR RISK ASSESSMENT/HEALTH FILE AND ALSO VISIBLE ON THE WALL IN THE LOCKED SLUICE CUPBOARD.**



### **Small toys and parts policy/ toy safety:**

- Pre-School will minimise risk of child accidents, injuries and illnesses involving toys
- Children will only be provided with toys that can be used safely, are age appropriate, stable, durable and easy to clean

Pre-School will adhere to the following:

- Check all toys for poor design and manufacture, ensure they are non-flammable and there are no choking hazards such as cords/thread/ribbons or small pieces that can break off
- Check for sharp edges, rough surfaces or brittle plastic as they can cause cuts and splinters
- Buy washable, non-toxic toys
- Check for ventilation before buying masks, helmets and tents
- Not provide projectile toys as they can be very dangerous
- Be wary of toys that make loud noises as they can be harmful to hearing.
- Ensure that all toys are age appropriate, including ride-on toys. Ensure they are stable, have effective brakes, are regularly checked and maintained.
- Read the labels on new toys. “Not suitable for children under three” means there may be small parts which could be swallowed. Check that there are no gaps or holes which could trap a child’s finger.
- Be aware that it is safer to use toy crates without lids or with lightweight removable lids rather than toy chests. Only use toy boxes that are designed not to close on top of children, cannot be locked and ensure there are ventilation holes in case a child crawls inside the box.
- When tidying up or washing toys check toys regularly for loose, detachable or broken parts that are choking hazards – anything that can fit into a 35mm canister can choke a child under three years old. Discard broken toys if they are not repairable.

We also:

- Buy toys only from recognised outlets
- Make sure the toy is suitable for the child, checking the age range
- Be particularly careful with toys for children under three
- Be aware/ supervise young children when/ if playing with older children's toys
- Check for loose hair and small parts, sharp edges and points
- Ensure that outdoor toys/ slides are robust and are not a strangulation hazard
- Check toys regularly for wear and repair or dispose of them where necessary
- Keep Pre-School tidy
- Follow the instructions and warnings provided with toys
- Staff supervision of all Pre-School children as they play

The Royal Society for the Prevention of Accidents (RoSPA), recommends that you look for the official European Community (CE) symbol on a toy. This is a



claim by the suppliers that their toy meets the requirements of the EC Toy Safety Directive. At BMC we also look for the British Toy Manufacturers Association Lion Mark. One of the requirements of this trade association is that members' toys will meet the safety requirements.





## Sun protection policy

We want children to enjoy the sun but at the same time for them to be aware of the potentially harmful effects of the sun's rays. This duty of care is one we share with parents. Pre-School will:

- Educate the children about the dangers of the sun and how to stay sun safe
- Obtain written consent from the child's parent/carer to apply sun cream as and when it is necessary. A signature will also be required should a parent/carer wish to opt out of this scheme
- Provide drinking water so children do not become dehydrated
- Have some spare sun hats in case children forget their own
- Place children in the shade when resting or eating

For their part, parents will provide a named sun-hat for their child and apply at least a Factor 15+ sunscreen to their child on the day of the session/outing.

Pre-School will supply a Factor 50 sunscreen should parents forget to apply sunscreen before they attend and this will be reapplied as and when necessary.

Parents are to inform Pre-School staff if their child has an allergy to a typical type or brand of sun cream.



## Safety policy

In order to ensure the safety of both adults and children, the Pre-School will ensure that:

- All children are supervised by adults and must be within sight/hearing of an adult at all times
- A file is available at each session to record any accident or untoward incident
- Risk assessments of the premises are made before the start of every session and a record made that they have taken place
- Equipment is checked as it is brought out for activities and anything potentially dangerous is put right or withdrawn
- Adults and children can circulate between equipment safely
- Potentially dangerous materials are stored out of reach of children, in the sluice situated off the main room, which is to be kept locked at all times (as indicated in the cleaning policy)
- Electrical points, leads and equipment are adequately guarded and PAT tested annually
- A daily register of adults and children present is kept
- Activities such as cooking and energetic play are closely and constantly supervised
- Children who are sleeping are visually checked regularly
- The Property Committee of Bramhall Methodist Church is notified promptly in writing of any repairs or attention needed for the fabric of the rooms used
- A record is kept of any identified potential risk, the action taken to minimise the risk and when the risk was eliminated
- The outdoor area gates are to be bolted with a covering padlock that will be in place but not locked, in case an emergency evacuation needs to take place



## Fire procedure policy

In case of a fire:

Each room will line up independently and the staff in that area will do a head count based on the number of children in that room or in any given space and then all will congregate at the assembly point. When assembled at the fire safety point the designated fire officer will re do head count and confirm against the register, including all children, staff and visitors. They will also have taken with them a paper copy of the register (which contains all relevant contact details in case of emergency) and phone and done a sweep of the building where possible. If someone is found to be missing, the designated fire officer will recheck the head count and raise the alarm with the emergency services. If possible the designated fire officer would retrace their steps back to the building.

When vacating the building we will adhere to the following.

- Do not use lifts
- Close doors and windows
- Assist any visitors to evacuate the building
- Do not run
- Remain calm
- Do not stop to collect personal belongings
- Do not open or touch a door unless we have reason to believe there is a fire
- Do not return to the building until it is safe to do so
- Dial 999 stating that we require the fire service:

We will wait until we are put through, speaking clearly, and providing the following information:

- The telephone number we are using (including the area code)
- The address (including post code and county)
- A nearby landmark
- Any vital information, for example, where the fire is located, what may have caused it, whether people are trapped on the premises, or if the fire is spreading to other buildings.
- We will not hang up until the details have been repeated back to us.

Alongside this at every session we adhere to the following:

- Times in and out of all staff and children are logged
- Fire drills are held at least twice every half term and the date, and the participants and the evacuation time are recorded
- Fire extinguishers are checked annually (by the Church)
- Fire doors are never obstructed
- Staff are assigned specific roles in the event of fire
- Fire procedures are displayed
- The designated fire officer for each session is clearly displayed



### **Sudden closure procedure policy**

If Pre-School is unable to open, parents or carers will be notified by telephone or e-mail at the earliest opportunity. They will then be notified via email when Pre-School will re open. In the event of any sudden closure parents would be expected to find alternative arrangements for childcare.

If Pre-School has to close whilst in session, the parent or carer of each child attending that day will be contacted by telephone and asked to collect their child at the earliest opportunity from a designated place.

All children will remain with the staff until collected ensuring adult to child ratios are still met.

For the avoidance of doubt, fees will continue to be payable during any period of emergency closure. Should it be necessary for the setting to close for a sustained period of time any credits for any fees paid would be decided and discussed as a management committee. The management would reserve the right to decide on whether to credit or not.



## **Behaviour and Equal Opportunities policy**

The Pre-School aims to provide a happy environment for both children and adults, where the values of self discipline and respect for people, property and all living creatures are fostered.

Adults and children are expected to:

- Treat others equally
- Act with consideration towards others
- Take responsibility for their actions
- Exercise self control
- Respect the rights and property of others
- Tell the truth
- Recognise and respect other people's achievements

The staff encourage positive behaviour:

- By setting a good example
- By doing what they say they will do
- By positive direction and correction
- By using verbal praise
- By highlighting good behaviour
- By rewarding good behaviour, letting a child be a special helper at snack or circle time
- By setting behaviour limits
- By talking to children about their own and other people's feelings
- By awarding stickers or certificates of praise for particular reasons

The staff will rectify unacceptable behaviour, including bullying:

- By intervening or distracting if a situation is developing where unacceptable behaviour looks likely
- By talking about why the behaviour is unacceptable
- By removing the misbehaving child to a new situation under supervision
- By allowing the child to return to the original situation under supervision

Staff will not:

- Raise their voices in a threatening way
- Smack or handle a child roughly
- Humiliate or damage a child's self esteem
- Discuss a child's behaviour with colleagues or the parent in front of the child or others
- Tolerate bullying of any form

No corporal punishment in any form will be used in our setting and no form of bullying will be accepted.



Staff will make a written record of any incident involving hitting, biting or pushing and will sensitively notify both sets of parents of the incident and the action taken.



## **Persistent negative behaviour policy**

If we have concerns regarding a child's behaviour we will:

- Monitor and record the child's instances of behaviour using an ABC format, (Antecedents, Behaviour and Consequence) in order to inform strategy planning
- Discretely raise our concerns with the parent to enlist their support. This would never be done in front of the child or in hearing of other children/parents
- As a result of judgements based on our observations and from discussions with parents we will work with them to devise a behaviour plan to support their child's development

If we have concerns that are not being resolved or we require further advice we will seek permission from the parents to talk to the Early Years Team or other relevant advice services.

The Behaviour Management Officer is:  
Mrs Kathryn Lomax

In her absence the role will be fulfilled by:  
Mrs Helen Turner



## **Equal opportunities policy**

### **General**

The Pre-School operates an equal opportunities policy and is open to all, regardless of status, age, cultural, ethnic or religious background. The setting will work with parents and other agencies to provide an inclusive environment.

All inappropriate attitudes and practices will be challenged and addressed through a programme of support and education.

### **Employment**

The Pre-School welcomes applications from men and women, with or without disabilities, from all ages, religious, social, ethnic and cultural groups. We will appoint the best person for each job and will treat fairly all applicants and all those subsequently appointed. Recruitment will be scored on application and interview. Commitment to implementing the Pre-School's equal opportunities policy will form part of the job description of employees.

### **Children**

The Pre-School will promote equality of opportunity for children with special needs or disabilities. All children will be respected and their individuality and potential recognised, valued and nurtured. Opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others. Positive images of ethnicity and disability will be woven into the curriculum.

### **Resources**

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multicultural society. Materials will be selected to help to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

### **Festivals**

We aim to acknowledge the main festivals celebrated by families in our multicultural society in order to develop an awareness of the diversity in society, looking at the stories, celebrations, food and dress involved.





## Special Educational Needs and Disabilities policy

Special Educational Needs (SEN) can be defined, as the individual educational needs of children, which are not characteristic of the majority of children in their age group.

In a similar fashion a child may have an educational potential, which is significantly in advance of his or her age group norm.

In the following the Pre-School is referred to as the setting. References to 'parents' should be taken to include carers as well as parents.

### Aims of the Special Education Needs Policy

- Is to value all children irrespective of background, gender, ability or disability and ensure they have access to all educational opportunities at this setting
- To give children with special educational needs access to a broad and balanced curriculum
- To identify and assess children with special educational needs as early as possible
- To provide a clear framework for the implementation of codes of practice (Special educational needs and disability code of practice: 0 to 25 years 2014)  
The statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities on the identification and assessment of special educational needs
- To promote the self-esteem and confidence of children with special educational needs
- To work through their strengths when teaching, while at the same time, addressing weaknesses
- To create a 'play plan' for each child with special educational needs
- To support staff in their responsibility to work within the play plan by means of assigning short term targets through the role of the SENCO
- To work with parents to provide the most effective education for children identified as having special educational needs
- To review at regular intervals the effectiveness of the SEN policy and provision



## **The SENCO roles and responsibilities policy**

The SENCO is responsible for supporting colleagues in identifying and meeting the special educational needs of the children in the setting.

Keeping abreast of current developments in the area of SEN and attending relevant training to increase SEN expertise.

Overseeing the records of children with special educational needs and helping colleagues to set up play plans.

Liaising with parents of children with special educational needs.

The SENCO will be a channel of communication with parents, LEA's, the health services and any other appropriate parties on any matter to do with the special educational needs' work, of the provider. The SENCO is responsible for contacting and initiating action with LEA's and other local services on the special educational needs of any child.



## **The role of the teaching staff with regards to the SEND policy**

- Is to be familiar with and work in conformity with the setting's SEN policy
- To attend training on special educational needs
- To inform the SENCO of their concerns that a child might have a special educational need
- To collect and collate information when there are concerns about a child's progress
- To use the play plan as a working document, differentiating within the curriculum when necessary
- To review a child's progress along with the SENCO
- To treat all children as individuals and give equal access to a broad and balanced curriculum



## **Resources with regards to the SEND policy**

**Materials:** A list of appropriate resources and where they are kept will be maintained. The SENCO will advise on suitable materials and books for individual children as required.

**Funding:** The budget for special educational needs is 'needs led', and is determined by the Management committee on the advice of the SENCO and Leader Manager.



## **The involvement of parents with regards to the SEND policy**

A strong home/setting partnership is one of the most effective elements in raising achievements and ensuring progress.

The setting has an open door policy for parents to come and speak to the Leader Manager, SENCO and staff.

Consultation, support and advice, will be given to all parents of children with special educational needs on a continual basis.

Parents are invited to support the play plans by contributing appropriate targets to be achieved in the home setting.

The concerns and views of parents are valued and where appropriate, acted upon at the earliest opportunity.

Parents will be consulted about any change in the SEN provision. Their consent will be obtained before their child is seen by an outside agency. And they may be expected to meet with those agents.



## **Safe Internet use and use of photography policy**

At Pre-school we believe that the Internet and other digital technologies are very powerful resources which can enhance and potentially transform teaching and learning when used effectively and appropriately. The Internet is an essential element of 21st century life for education, business and social interaction.



## **Code of safe practice policy**

When using the Internet, email systems and digital technologies, all staff must comply with all relevant legislation on copyright, property theft, libel, fraud, discrimination and obscenity. It should also be noted that the use of devices owned personally by staff and parents but brought onto pre-school premises (such as mobile phones, camera phones, etc.) is subject to the same requirements as technology provided by the Pre-School.



## **Code of practice for children policy**

The following key measures have been adopted to ensure our children do not access any inappropriate material inadvertently:

- Children using the Internet will normally be working in highly-visible areas of with staff present
- All online activity is for appropriate educational purposes and is supervised, where possible
- Children will, where possible, use sites pre-selected by the staff and appropriate to their age group
- It should be accepted, however, that despite these measures being very rigorous, they can never be 100% effective. The Pre-School cannot accept liability under such circumstances

## **Code of practice for staff policy**

Staff have agreed to the following Code of Safe Practice:

- Children accessing the Internet should supervised by an adult at all times
- Any websites used should be checked beforehand by staff to ensure there is no unsuitable content and that material is age-appropriate
- Deliberate/accidental access to inappropriate materials or any other breaches should be reported immediately to the Leader Manager
- Staff should be aware of copyright and intellectual property rights and should be careful not to download or use any materials which are in breach of these
- Photographs of pupils should, where possible, be taken with a school camera and images should be stored on folders on the Pre-School iPad accessible only to staff





## **Sanctions policy**

Incidents of technology misuse which arise will be dealt with in accordance with the Pre-School's discipline policy and could lead to dismissal.

Incidents involving child protection issues will be dealt with in accordance with school child protection procedures.



## **Digital and video images of children policy**

Parental permission is sought at the start of each academic year to cover the use of photographs of pupils in the Pre-School newsletter, on the Pre-School website, in the local press and for displays etc within Pre-School and reminders are placed in the Pre-School newsletter from time to time.



## **Pre-School website policy**

Our Pre-School website promotes and provides up to date information about the Pre-School as well as giving children an opportunity to showcase their work and other aspects of Pre-School life. In order to minimise risks of any images of pupils on the website being used inappropriately the following steps are taken:

- Group photos are used where possible, with general labels/captions and only children who have had express permission from their parents/carers will be used
- Only first names are used if accompanied by a single photograph
- The website does not include home addresses, telephone numbers, personal e-mails or any other personal information about pupils or staff



## **Mobile phones and smart watches policy**

We operate a robust safer recruitment practice, including checks and referencing (refer to SAFER RECRUITMENT AND SAFER WORKING PRACTICE ) for all our staff to help negate any misuse of mobile phones from the onset. The team however should be completely attentive during their hours of working, to ensure all children receive good quality care and education so mobile phones are not to be used during working hours unless agreed with the Leader Manager or Deputy in their absence.

### **MOBILE PHONES**

- Should staff need to make or receive a phone call this is at the discretion of the LM or in their absence, the Deputy and to use the phone outside of the area where the children are.
- Mobile phones are to be stored safely away in the designated area (staff cupboard) during the working hours. Spot checks will take place to ensure ALL phones are in the designated area.

### **SMART WATCHES**

- Pre-School recognises there are many health benefits for the use of smart watches such as counting steps and heart rate. Children should not necessarily be “banned” from seeing all technological advances too. So to ensure the safe wearing of smart watches staff must:
- Understand they may not use their watch to receive calls or check messages whilst in the rooms as this creates distraction and potential dangers.
- If an important call is received and a staff member needs to make a call from their mobile phone then this at the discretion of the Leader Manager, as stated above.
- All staff are to be vigilant of others checking their watches and remind them of the policy and procedures of the safe wearing of a smart watch.
- Photographs can only be processed from a smart watch with a mobile device in close proximity therefore all mobile phones are stored away in the cupboard as stated above which will prohibit the taking of photographs.
- Staff should not use their smart watch to access photos or images whilst on Pre-School premises (indoors or outdoors) and whilst on local trips/outings.



## **iPads in pre-school policy**

The Preschool currently uses iPads for observational record keeping.

All iPads contain cameras which can take both still and video images. The cameras are for the sole purpose of providing photographic evidence for each child's developmental records.

Preschool iPads are used by individual staff to evidence children's learning. It is the responsibility of the Leader Manager to ensure its safe use.

Photographs from these cameras are used in line with our record keeping system and occasionally on the website.

The memory storage on the camera roll will be cleared on a regular basis.



## **Storage of images policy**

Digital and video images of children are, where possible, taken with Pre-School equipment. Images are stored on all iPads accessible only to members of staff.



## Social networking policy

This social networking policy applies to all staff members employed by the Pre-School both paid and voluntary.

Social media, professional networking sites, rapid-fire communications, blog sites, and personal Web sites are all useful technologies. Every employee has an opportunity to express and communicate on-line in many ways, and we do not wish to discourage an on-line presence. Above all else, everyone needs to use good judgement on what material makes its way on-line.

This policy will sets guidelines that staff should follow for all on-line communications in reference to the Pre-School.

This policy includes (but is not limited to) the following specific technologies: Personal blogs, Twitter, Instagram, Facebook, MySpace, Personal Web sites.

Any material presented on line in reference to the Pre-School by any employee is the responsibility of the poster. At no times should any posts be made in reference to children, parents or other professionals that employees may come in to contact with through work. At no time must any photographs or materials be published that identify the setting or children and pictures of staff may only be used with the express permission of the staff members concerned. Any member of staff found to be posting remarks or comments that breach confidentiality and or are deemed to be of a detrimental nature to the Pre-School or other employees or posting/publishing photographs of the setting, children or staff unless staff permission has been gained may face disciplinary action in line with the company disciplinary procedures.

The Pre-School employees are encouraged to use the following guidelines in social networking practices:

- Remember that no information sent over the web is totally secure and as such if you do not wish the information to be made public refrain from sending it over a social network site
- Even though you may think you are anonymous or use an alias you may be recognised
- Maintain professionalism, honesty, and respect
- Apply a "good judgement" test for every activity related to the setting: Could you be guilty of leaking information, discussing confidential information? Is it negative commentary regarding the setting or its employees? Activity showing good judgement would include statements of fact about the setting, and its products and services, facts about already-public information, or information on the Web site
- Further, if any employee becomes aware of social networking activity that would be deemed distasteful or fail the good judgement test, please contact the Leader Manager



- Any on-line communication regarding proprietary information such as lay-offs, strategic decisions, or reduction of working hours deemed inappropriate for uncoordinated public exchange is forbidden





## Information sharing policy

We at Bramhall Methodist Church Pre-School are registered with the Information Commissioner's Office under registration reference:

ZA087554

“In Pre-School, staff and the Management Committee 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 Pre-School. 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.”

### Information sharing

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 decision should never be made as an individual, but with the back-up of the Management Committee.

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.



## **Transfer of Records to School**

We recognise that children sometimes move to another early years setting before they go on to school although most will leave BMC Pre-School to enter a reception class.

We prepare children for these transitions and involve parents and the receiving setting in this process. We prepare records about a child's development and learning in the EYFS in Pre-School. 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.



## **Working in partnership with other agencies**

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

Staff and the management committee may as part of their duties have access to confidential information. This must be used and shared only inasmuch as is necessary in the course of their duties, or for safeguarding children. Otherwise, staff and the management committee members must not discuss, disclose, or allow to be disclosed any confidential information to any parent or other person not connected with BMC Pre-School both during and after their service with the Pre-School.

Some parents sometimes share information about themselves with other parents as well as staff, 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 inform parents when we need to record confidential information beyond the general personal information we keep, 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.



## **Parent/carer access to records**

Parents may request access to developmental and learning records held on their child through either their key person or the Pre-School Leader Manager. Parents can view the file/learning records with the key person or Leader Manager who will discuss it with them. Files may not be removed from Pre-School.

## **Information sharing**

NB: the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

Our policy and procedures on confidentiality and information sharing provide guidance to appropriate sharing of information with external agencies.

We try whenever possible to be open and honest. Explain to families how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation

In BMC Pre-School we ensure parents:

- Receive information about our information sharing policy when starting their child at the Pre-School and they sign a form to say that they understand circumstances when 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
- Have information about the 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.

We also seek advice when there are doubts about possible significant harm to a child or others. The Designated Person contacts children's social care for advice where they have doubts or are unsure.

We share with consent where appropriate. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.

If there are concerns regarding 'significant harm' the child's well-being and safety is paramount.

In BMC Pre-School we:

Record concerns and discuss these with the Pre-School's designated person 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.



When sharing information we accurately make sure is up-to-date and necessary for the purpose it is being shared for and shared only with those who need to know and shared securely.

Our child protection procedure and record keeping procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.



## Children's Records

We keep two kinds of records on children attending our Pre-School:

### 1. Developmental records:

These include observations of children in the Pre-School, photographs, video clips and samples of their work and summary developmental reports.

These are usually kept in the cupboard (locked at the end of session) and can be freely accessed, and contributed to, by staff, the child and the child's parents.

### 2. Personal records:

These include registration forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an on-going record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.

These confidential records are stored in a lockable file and are kept secure by the Pre-School Leader Manager.

Parents have access to records and to the files and records of their own children but do not have access to information about any other child.

Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. 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 BMC Pre-School. These are kept in a secure place.

### 3. 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 who are observing in the Pre-School, are advised of our Confidentiality, Information Sharing and Record Keeping Policy and are required to respect it.



## **Transfer of Records to School**

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

- Using the EYFS assessment of development and learning ensure the key person prepares a summary of achievements in the 7 areas of learning and development.
- This record refers to any additional language spoken by the child and his or her progress in both languages.
- The record also refers to any additional needs that have been identified or addressed by the Pre-School.
- The record also refers to any special needs or disability and whether a CAF was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs and gives 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 sometimes be accompanied by other evidence such as photos or drawings that the child has made.

### **Transfer of confidential information:**

- The receiving school or setting will need to have a record of concerns that were raised in the Pre-School and what was done about them.
- A summary of the concerns will be made to send to the receiving setting or school along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these.
- Where a CAF has been raised in respect of any welfare concerns the name and contact details of the lead professional will be passed on to the receiving setting or school.
- This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked confidential.

### **Working in partnership with other agencies**

- 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 procedure within this policy as well as in procedures within our Safeguarding Children and Child Protection policy and our Special Educational Needs policy.



- 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 Pre-School 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 Pre-School and do not have access to any other children during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.





## **BMC Pre-School Lockdown Procedures**

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 staff and pupils in the Pre-School. Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff. Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

A reported incident / civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the Pre-School)

An intruder on the site (with the potential to pose a risk to staff and pupils)

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

### **The Pre-School's lockdown plan is as follows:**

Signal for lockdown on the walkie talkies to outside group 1st:

“Barney Barney Red Alert”

Signal for all-clear on the walkie talkies to outside group @ end:

“Barney Barney All Green”

Inside rooms suitable for lockdown

All groups to remain in own rooms

Outside play area

Children congregate under decking

Entrance points (e.g. doors, windows) which should be secured

External doors Fire Doors Internal doors All windows

Communication arrangements with two-way radios and Pre-School phone

If someone is taken hostage on the premises, the Pre-School should seek to evacuate the rest of the site.

Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.

Staff responsible for own group. To take cover under the tables.



Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.

Dial 999.

Ensure people take action to increase protection from attack.

Block access points (e.g. move furniture to obstruct doorways.)

Sit on the floor, under tables or against a wall. Keep out of sight

Draw curtains / blinds. Turn off lights. Stay away from windows and doors.

Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.

If possible, check for missing / injured pupils, staff and visitors.

Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.

Staff will be alerted to the activation of the plan through the two way radio.

Once in lockdown mode, the Leader Manager/ Deputy check the register as best as possible instigate an immediate search for anyone missing if able to.

Staff should encourage the children to keep calm.

Parents will be notified as soon as it is practicable to do so via group email.

Pupils will not be released to parents during a lockdown.

If it is necessary to evacuate the building, the fire procedure will be put in to place.

To achieve all of the above the lockdown procedure will be reviewed once a year and imparted to all staff at team meetings and de briefs.

### **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 Pre-School. It may also be as a result of a warning being received regarding the risk of air pollution, etc.

#### **Immediate action:**

All outside activity to cease immediately, children and staff return to the inside of the building if outside. (Staff will be alerted via two way radios)

All staff and pupils remain in building and external doors and window closed.

Movement may permitted within the building dependent upon circumstances but this must be supervised by a member of staff.

All situations are different, once all staff and pupils are safely inside, the

Leader Manager/ Deputy will conduct an on-going and dynamic risk



assessment based on advice from the Emergency Services. This can then be communicated to other staff.

'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.

### **Full Lockdown**

Alert to staff: 'Full lockdown' This signifies an immediate threat to the preschool and may be an escalation of a partial lockdown.

### **Immediate action:**

All pupils return to inside rooms

External doors locked

Windows closed, blinds drawn, children sit quietly out of sight

Register taken/head count

Staff and pupils remain in lock down until it has been lifted by a Leader Manager/ Deputy/ emergency services

At any point during the lockdown there may be need to implement the fire evacuation procedure

During the lockdown, staff will keep agreed lines of communication open, via two way radios. Communication between parents will be via the Pre-School email.

Pre-School lockdown procedures, especially arrangements for communicating with parents, will be routinely via the website under Policies and Procedures

In the event of an actual lockdown, any incident or development will be communicated to parents as soon as is practicable

Parents should be given enough information about what will happen so that they are reassured that the Pre-School understands their concern for their child's welfare, and that it is doing everything possible to ensure his/her safety. They do not need to contact the Pre-School. Calling the Pre-School could tie up telephone lines that are needed for contacting emergency providers.

They do not come to the Pre-School. They could interfere with emergency provider's access and may even put themselves and others in danger. They wait for the Pre-School to contact them about when it is safe for them to come



get their children, and where this will be from.

Parents will be told “..the Pre-School is in a full lockdown situation.” During this period the entrances will be un-manned, external doors locked and nobody allowed in or out...’

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds.

The Pre-School site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the lockdown. Emergency Services will support the decision of the Leader Manager/ Deputy with regarding the timing of communication to parents

At the end of the lockdown when all is clear Ofsted will be notified of the incident



## **Additional Safeguarding Policy**

**(also outlined in other areas of our Policies and Procedures)**

### **OUTLINE:**

Safeguarding and promoting the welfare of children and young people is everyone's responsibility. Everyone who comes into contact with children, their families and carers has a role to play in safeguarding them and promoting their welfare. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. In line with this understanding, any adult working or volunteering in the Pre-School community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way and to respond to this recognition in a timely and appropriate way.

### **DEFINITION:**

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

("Working Together to Safeguarding Children" DfE 2015)

### **CHILD PROTECTION DEFINITION:**

Child Protection is a part of the safeguarding agenda. It refers to the action that is required to be undertaken to protect children who are suffering, or are likely to suffer, significant harm.

### **THIS POLICY ENCOMPASSES CHILD PROTECTION.**

Children includes everyone under the age of 18 (Children Act 1989 and 2004) and this is term used throughout the rest of this policy.

### **RATIONALE:**

At BMC Pre-School we recognise the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. This policy demonstrates the Pre-Schools commitment and compliance with safeguarding legislation.

Staff and volunteers working in our Pre-School have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the correct persons or services for support and intervention. Everyone working or volunteering at this Pre-School is trained to recognise signs of concern and in



line with this policy must report concerns following Pre-School and local authority procedures.

Staff and volunteers are updated on safeguarding issues frequently across the year – through SMBC's Learning Leads, Educare (online Training) Staff debriefs @ morning/ afternoon set ups, management meetings and INSET days. These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children from harmed.

### **PURPOSE:**

The purpose of the policy is to ensure that the welfare of children is understood and promoted at all times. In this Pre-School we understand that the welfare of the child is paramount.

We strive to ensure that all children regardless of their age, gender, ability, culture, race, language, religion or sexual identity are protected from harm in all its forms. All staff and volunteers have an equal responsibility to act on concerns, suspicions or disclosures that lead them to suspect or understand a child may be at risk of harm. As part of our duty of care we also work to ensure that pupils and staff involved in safeguarding and child protection issues receive appropriate support.

All staff and volunteers are required to adhere to our Code of Conduct (including the use of ICT and social media). All staff and volunteers understand what to do if there are concerns or allegations about any adult working or volunteering in our Pre-School during or outside of the normal day.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of BMC Pre-School. We expect that this policy takes primacy over other agency policies when work is being delivered on this site or on our behalf, as we maintain a duty of care to all in our Pre-School community. Any expected exception to this must be named and negotiated ahead of work being undertaken.

### **LANGUAGE:**

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

Child Protection refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the Pre-School in either a paid or voluntary capacity and will be used from this point on in this document.

Child refers to all young people who have not yet reached the age of 18.

Parent refers to birth parents and other adults who are in a parenting role including; step-parents, foster parents, carers and adoptive parents.



Detailed procedural guidance and additional references are available to all staff and governors here- Greater Manchester Safeguarding Procedures .

## **PREVENTION:**

We will establish and maintain an ethos where:

Children feel safe and secure in an environment which allows them to learn, and develop on a journey to achieving their full potential.

Children understand that there are adults in the Pre-School whom they can talk to if worried, scared or facing difficulty. We will work hard to be a restorative staff team who actively listen and respond.

Staff development and awareness in respect of safeguarding is given the highest priority across the Pre-School to ensure we all fully understand and implement the national and local agenda.

We provide frequent, appropriate opportunities for Personal, Social and Health Education throughout the curriculum, ensuring children develop skills and understanding on their journey to adulthood which will enable them to be safe; develop the skills to recognise healthy and unhealthy relationships (both online and in the physical world); and where to find sources of support if necessary.

Staff feel empowered to share safeguarding concerns in a swift and timely way bringing them to the attention of the Designated Safeguarding Lead (DSL) and/ or the Leader Manager. Accepting that safeguarding is the responsibility of all in our community, staff feel able to ask safeguarding questions and receive appropriate feedback following up on concerns as part of this shared responsibility to safeguard children.

Emerging issues and themes are proactively addressed and fed back to the Local Authority (LA) and Stockport Safeguarding Children Board (SSCB), via the Senior Advisor for Safeguarding in Education (SASE) to ensure a multi-agency awareness and that strategies are developed.

We use the mechanisms and services available to understand the range of issues which may make a child vulnerable and ensure children and young people receive the most appropriate support or referral and access to other provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's personal experiences and perspectives as evidenced by observations or information provided.

Our Pre-School's arrangements for consulting with, listening and responding to pupils are through day to day play, children's rep meetings.

Our Pre-School's arrangements for consulting with, listening and responding to parents are at pick up and drop off times, weekly round up, Facebook page, open door policy for Parent drop ins, management meetings, website and email.



There is a commitment to the continuous development of staff with regard to safeguarding training:

All staff access training annually with regular updates across the academic year.

We undertake Basic Awareness training and all new staff, as part of their induction, access safeguarding training within the first term of their employment/ placement.

The Designated Lead attends the SSCB safeguarding training on an annual basis.

The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Lead Network Meetings held each term, coordinated by the SASE, thereby enabling them to keep up to date with safeguarding practices and be aware of any concerns/themes emerging locally.

### **DEFINITIONS:**

Staff are trained and supported to understand the types of abuse that some children experience and work to the following definitions:

All of Pre-School is aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues may overlap with one another.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another.





It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

provide adequate food, clothing and shelter (including exclusion from home or abandonment);

protect a child from physical and emotional harm or danger;

ensure adequate supervision (including the use of inadequate care-givers);

ensure access to appropriate medical care or treatment.

include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children and young people who harm others: the detriment caused to children by the harmful and bullying behaviour of other children can be significant. This may involve single incidents or ongoing physical, sexual or emotional (including verbal) harm perpetrated by a single child or by groups / gangs of children. Such harm or abuse will be referred to the Multi-agency Safeguarding and Support Hub (MASSH) or Police and other agencies as appropriate and further advice and guidance sought.

### **ROLES AND RESPONSIBILITIES:**

The Pre-School will ensure that every member of staff and person working on behalf of the Pre-School:

Knows the name of the DSL and any deputies and understands his/her role and responsibilities.

Understands they have an individual responsibility to refer safeguarding and child protection concerns.



Will receive training at the point of induction so that they know:

Their personal responsibility / code of conduct / teaching standards

SSCB child protection procedures and how to access them

The need to be vigilant in identifying cases of abuse at the earliest opportunity

How to support and respond to a child who discloses abuse/ significant harm

Their duty concerning unsafe practices of a colleague.

The DSL will disclose any information about a pupil to other members of staff only on a need to know basis

The Pre-School will undertake appropriate discussion with parents prior to involvement with other agencies wherever this is appropriate.

We will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate.

To develop effective links with relevant agencies in relation to safeguarding (child protection)

To ensure that, where there are unmet needs, an assessment of early help is initiated

To send appropriate representatives to case conferences, core groups and child protection review meetings

We will notify any Lead Social Worker if:

A pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)

There is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.

If a child is missing and there is a need to follow Stockport's policy and any statutory guidance on Children Missing Education (CME).

### **SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY (including Early Years provision)**

BMC Pre-School School recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However a child/young person's safety will remain the priority of the school.

All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature and that they are used in line with Pre-School policy. See separate mobile phone policy.



Children/young people are not permitted to directly access items that do not belong to the school, without appropriate risk assessments and permission being sought.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature it will be locked, secured and, the Leader Manager or DSL should be informed immediately.

### **Use of mobile phones**

Mobile phones have a place in settings, especially on outings when they are often the only means of contact available to settings and can be helpful in ensuring children are kept safe.

We will:

Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk.

Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.

Ensure all mobile phone use is open to scrutiny.

Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.

Ensure staff are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.

Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.

Adhere to the Pre-School policy on the recording of images and the use of equipment.

### **Work mobiles**

To protect children we will ensure that the work mobile:

Is only used by allocated people.

Is protected with a password/ PIN and clearly labelled.

Is stored securely when not in use.

Is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas.

If used for taking photographs, the images are deleted regularly and are taken in line with prior written parent/carers permission.

### **Personal mobiles**

To protect children we will ensure that personal mobiles:



Are stored securely. They are not used to take pictures of the children attending the setting or that images are not shared.

Will not be used to take photographs, video or audio recordings in our setting.

Are not used to contact parents or children –exception will only be by agreement with the SLT.

Visitors are not permitted to use mobile phones or other camera/ internet enabled devices without the express permission of the Leader Manager.

### **Cameras: Photography and Images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

#### **To protect children we will:**

Obtain parents' and carers' consent for photographs to be taken used for or published (for example, on our website or displays).

Ensure the Pre-School's designated camera is only used in the setting and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).

Ensure that children are appropriately dressed, and only use the child's first name with an image.

Ensure that personal cameras are not used to take photographs, video or audio recordings in our pre-school without prior explicit consent from the Pre-School, for example, for a special event, such as a Christmas play.

Ensure that all images are stored securely and password protected. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws.

Ensure where professional photographers are used DBSs and parental consent will be obtained prior to photographs being taken.

Ensure the use of cameras is closely monitored and open to scrutiny.

### **PROCEDURES AND RECORD-KEEPING**

BMC Pre-School will follow Greater Manchester Safeguarding Procedures in detail and adhere to any local guidance and policies from SSCB as required.

#### **We will ensure that:**

Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:

Used fairly and lawfully

For limited, specifically stated purposes



Used in a way that is adequate, relevant and not excessive

Kept for no longer than necessary

Handled according to people's data protection rights

Kept safe and secure.

Any concerns about a child will be recorded in writing as soon as possible and in any circumstance within 24 hours. The inability to record a concern should not delay the sharing of urgent information to the DSL (police or social care if required) verbally. Written records should then be made as soon as possible.

All records will provide a factual, evidence-based account using the child's words. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed. Support and advice will be sought from Children's Social Care (via the MASSH), Senior Advisor for Safeguarding in Education (SASE) or the Local Area Designated Officer (LADO), whenever necessary.

Hard copies of records or reports relating to safeguarding and child protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these or electronic records will be controlled by the LM and Designated Safeguarding Lead. There will be an indicator on the main file that the child has an additional record to ensure that this is not overlooked.

There is always a DSL on hand who has the necessary seniority and skills, has undertaken appropriate safeguarding training, and is given the time to carry out this important role.

**This safeguarding policy is updated annually or in line with any new DfE guidance (as required).**

In the case of child protection referral the DSL will contact MASSH immediately (alongside any other emergency or support services that may be required).

In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion or if in any doubt, the Designated Safeguarding Lead should contact the MASSH for advice.

The DSL will keep written, signed and dated records detailing any disclosures and action taken as near to the time of disclosure as possible even when no investigation is undertaken; following up any verbal referral to the MASSH in writing within 24 hours.

**Conversations with a child who discloses abuse should follow the basic principles:**

listen rather than directly question, remain calm

never stop a child who is recalling significant events

make a record of discussion to include time, place, persons present and what was said (in their own words)



advise the child you will have to pass the information on  
never take photographs of any injury or record conversations electronically  
Never promise confidentiality to a child or adult.

Where an allegation of abuse is made against any member of staff/ volunteer, deputy or designated safeguarding person, the LM will speak with the LADO at the Safeguarding Children Unit to discuss the next steps.

If the allegation is against the LM, the Chair of the Management committee should be contacted immediately and s/he seek advice from the LADO. If the allegation is against both LM and Chair then the LADO should be contacted directly .No member of staff will conduct their own investigation or pass on information to the alleged perpetrator.

## **SUPPORTING VULNERABLE PUPILS**

### **Vulnerable Pupils**

Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the lead Social Worker. If the pupil in question is a Looked After (LAC) child, this will also be brought to the notice of the Designated Teacher with responsibility for LAC . If a pupil discloses that they have witnessed domestic violence or it is suspected that they may be living in a household, which is affected by family violence, this will be referred to the DSL. The Pre-School acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/ asylum seeker status, the effects of substance abuse, mental health and learning disability within the family, those who are young carers, mid-year admissions and pupils who are excluded from school or subject to a managed transfer. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, schoolwork or other children. The Pre-School has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a safeguarding context.

### **The Pre-School will endeavour to support vulnerable pupils through:**

Its ethos and culture which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.

Its behaviour policy -aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach, working to support children in developing positive behaviour.

Liaison with other appropriate agencies which support the pupil.

Developing supportive relationships.



Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.

Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.

Ensuring designated safeguarding staff and their team have the opportunity to attend face to face SSCB training and network updates. (For example safeguarding child sexual exploitation, domestic violence, drugs / alcohol substance misuse, Female Genital Mutilation-FGM, etc.)

Ensuring information is transferred safely and securely when a pupil with a child protection record transfers to another school. Also notifying Key Workers or Social Workers where a child leaves the school (as appropriate)

### **EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS**

The Pre-School acknowledges the findings of Serious Case Reviews, local learning reviews and audits. Findings are shared with all staff as part of a culture of improvement and learning. The DSL ensures s/he has information from SSCB in relation to learning reviews and ensures this information is passed on to staff to promote improvement in respect of safeguarding. As part of our ongoing culture of vigilance and development we will share learning and responses from any other relevant issues to ensure we are offering the safest environment for our pupils and staff.

All staff have seen and understand the Stockport 'level of need' document (see Appendix 2) and know how to pass on any concerns no matter how 'small or low level' they seem. In accordance with local and national guidance all staff receive regular training and updates to help them identify when a child is vulnerable.

In Pre-School we have staff that are trained and can support colleagues to identify and respond to:

Neglect

Drug/substance/alcohol misuse (both pupil and parent)

Child sexual exploitation / trafficked children

Children missing education

Domestic abuse

Peer relationship abuse

Peer abuse

Risky behaviours

Sexual health needs

Obesity/malnutrition

On line grooming





Inappropriate behaviour of staff towards children

Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.

Self-Harm

Female Genital Mutilation

Forced Marriage

Young carers

The potential additional needs of some learners such as- Looked After Children (LAC), previously LAC, those who have Special Educational Needs or Disabilities (SEND) and children whose families are seeking asylum.

How an Education Health Care (EHC) plan links with other safeguarding processes

The DSL and their deputy is/are member(s) of the Pre-School leadership team. In line with local and national guidance they receive regular training and updates to equip them with the skills and knowledge to deliver in this role.

Pre-School staff contribute to assessments and actively support multi-agency planning for children. Staff have an understanding of the Stockport Early Help Assessment (EHA) and Intervention model and make decisions based on a child's development needs, parenting capacity and family & environmental factors to support referrals.

In contributing to meetings, in addition to information about the child's academic functioning, the Pre-School provides information about the 'voice of the child' and the child's experiences of life as evidenced by observations or information provided through the multi-agency forum.

### **EXTREMISM AND RADICALISATION**

BMC Pre-School seek to protect children and young people from the influences of all violent extremism including, but not restricted to;

Extremist Far Right / Neo Nazi / White Supremacist ideology

Islamic extremist ideology

Irish Nationalist and Loyalist paramilitary groups

Extremist animal rights movements.

The current threat from terrorism and extremist groups in the United Kingdom may include the exploitation of vulnerable people. Groups may seek to influence vulnerable children and involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

### **SAFER RECRUITMENT AND SAFER WORKING PRACTICE**

The Pre-School pays full regard to DfE guidance 'Keeping Children Safe in Education' 2016 and with reference to the 'Position of Trust' offence (Sexual





Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the pre-school who is likely to be perceived by the children as a safe and trustworthy adult.

We do this by:

Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring the person has the right to work in the UK. Our practices also includes undertaking interviews and checking if individuals are barred or prohibited from working with children in accordance with DBS and Department for Education (DfE) guidance. In line with statutory guidance we maintain a single central record to evidence checks completed for staff and volunteers working in the school community.

Every member of staff has a 'safeguarding induction' and we ensure that staff and volunteers adhere to a published code of conduct and other relevant professional standards at all times. Staff and visitors are aware of the requirements for social media/ on-line conduct. Other professionals and visitors to our setting are made aware of the requirement and expectations we have in respect of safeguarding our children.

**We ensure that:**

Any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education 2016" and SSCB, LADO and HR Policy, procedures and guidance.

All staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.

Adequate risk assessments are in place including for extended school/ wrap around provision, volunteers, work placements and holiday activities (directly related to school).

Staff are clear how to raise a concern, where to find 'whistleblowing policies' and are confident to report concerns of misconduct.

**MANAGEMENT COMMITTEE DUTIES & RESPONSIBILITIES**

The MC fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children in accordance with Government guidance and pays particular regard to Keeping Children Safe in Education (2016).

The MC have agreed processes which allow them to monitor and ensure that the Pre-School:

Have robust safeguarding procedures in place.

Operates safer recruitment procedures and appropriate checks are carried out on newly appointed staff and other adults working on the school site.



Have procedures for dealing with allegations of abuse against any member of staff or adult on site.

Will take steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements.

Carries out an annual review of the safeguarding policy and procedures.



## Lone worker policy

This setting recognises that there may be an increased risk to the health and safety of its employees whilst working alone. This policy sets out our approach in both identifying these risks and adequately managing them.

This policy and its procedures aim to protect staff who are engaged in work (either outdoors or indoors) where there are no other people who could reasonably be expected to come to their immediate aid in the event of an incident or emergency

- Avoid lone working wherever possible
- Carry either a mobile phone or setting telephone at all times when lone working
- Let someone know family/relatives/colleague you are coming into work, how long you expect to be and when you are leaving
- Comply with fire evacuation procedures and attend fire assembly points
- Staff are required to lock themselves in the buildings when lone working
- Staff must not arrange meetings with parents or members of the public when lone working. All meetings must be arranged during pre-school occupancy times or when there is more than one member of staff on site for the duration of the meeting
- Staff are required not to handle cash when lone working
- Late meetings must finish promptly and not leave one member of staff on site
- Staff must not approach, or let into the building, unauthorised persons when lone working
- All staff are required to give 24 hours notice to the Leader Manager before lone working, either after hours or through holiday periods. The setting will be locked during these periods
- Staff/committee members attending alarm activations will only attend either with police support or in pairs. An outside check of the premises must be carried out, to ascertain if entry has been gained, before entering the pre-school. If there is sign of an entry police support must be gained before entering the pre-school.
- FIRST AID - For those working on our premises, first aid kits can be found in the cupboard in the main room - Staff are required to consider weather conditions before coming into and while at work.
- UNACCEPTABLE LONE WORKING: The following activities are not to be carried out by lone workers under any circumstances: · Working at height. Manual handling of heavy or bulky items. Transport of injured persons.
- EMERGENCY PROCEDURES: In the event that a lone worker falls ill, or into difficulties, they are to use their mobile phone / pre-school phone to contact either a family member/ relative / colleague or the Chair or the staff member's nominated person or the emergency services. (discuss at next meeting)



## **Status of these policies and procedures**

These policies and procedures are available for all staff and parents to read at all times through the website. BMC Pre-School Management committee reserves the right to alter any of its policies at any time and all would be notified. All staff are requested to re read the policies and procedures each September and all are to sign to say they have read them. Any amendments are brought to the staff's attention. Parents sign adherence to the policies and procedures on their new starter packs.

