

Policies and procedures

Admissions Policy

Relevant Legislation

SEND Code of Practice 2014

Equality Act 2010

Every Child Matters - Economic Well Being

Childcare Act 2006

Statutory framework for the EYFS Sept 2019

It is our intention to make our pre-school genuinely accessible to children and families from all sections of the local community. We aim to be an inclusive setting. In order to accomplish this, we will:

- Ensure that the existence of the Pre-school is widely known in all local communities. We will place notices advertising the Pre-school in places where all sections of the community can see them, in more than one language if appropriate.
- Keep a place vacant, if it is financially viable, in order to accommodate emergency admissions.
- Describe the pre-school and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders, and people from all cultural, ethnic, religious and social groups, with and without disabilities.
- Monitor the gender and ethnic backgrounds of children joining the group to ensure that no accidental discrimination is taking place.
- Make our equality policy widely known.
- Consult with families about the opening times of the pre-school to avoid excluding anyone.
- Be flexible about attendance patterns so as to accommodate the needs of individual children and families, but because of continuity children are expected to come to pre-school at least six hours per week, 3 hours may be allocated at parents request

Behaviour Management Policy

Relevant Legislation

Statutory framework for the EYFS Sept 2019

Every Child Matters - Stay Safe, Positive Contribution & Enjoy and Achieve

Childcare Act 2006

Aims

Our Pre-School believes that children and adults flourish best when they know how they are expected to behave. They should be free to play and learn in a happy, safe and stimulating atmosphere without the fear of being hurt or unfairly treated by anyone else.

We aim to create a learning environment that promotes positive behaviour and relationships where children and adults treat each other with care and respect.

We are an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and begin to consider the welfare and well-being of others.

Implementation

- We will have a named person who has responsibility for behaviour management.
- We require the named person to keep up to date with legislation and research on handling children's behaviour, access relevant sources of expertise on handling children's behaviour and monitor staff training on handling children's behaviour.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children and adults with friendliness care and courtesy
- We will ensure that all staff, students and volunteers are made aware of our policy and procedures
- We will share the policy with parents/carers on the website or hard copy if preferred

Practice

- We actively promote high expectations of children's behaviour in the setting
- We establish clear expectations and boundaries for behaviour appropriate for the children's stages of development
- We share with the children our expectations and routines and involve them in developing a code of conduct or "golden rules"
- We organise the learning environment so it has a positive impact on behaviour in terms of space, access and choice of activities
- We take a positive and consistent approach towards managing children's behaviour
- We encourage and praise appropriate behaviour in all interactions between children and adults to show that this behaviour is valued
- We encourage positive behaviour through play and activities that involve sharing, turn-taking, negotiation and co-operation
- We help the children understand the consequences and effects of their behaviour on others
- We support the children to resolve conflicts with other children
- We recognise that codes for interacting with people vary between cultures and require staff to be aware of and respect these variations

If unacceptable behaviour occurs

- We handle issues of behaviour in ways appropriate to the child's stage of development
- We deal with inappropriate behaviour at the earliest opportunity and will help the child to see what was unacceptable this may involve one-to-one support or "Time out" with an appropriate adult
- We always make clear to the child that it is the behaviour not the child that is unacceptable
- We never send children out of the room by themselves
- We do not use techniques that single out or humiliate children
- We ensure that no form of physical punishment will ever be used
- We ensure that physical intervention will not be used unless it is necessary to prevent children from causing harm to themselves or other, in any such case we will use

'reasonable restraint' in line with the 'use of reasonable force July 2003 guidance from the DFE

- We do not raise our voices or shout in a threatening or aggressive manner
- Any significant event will be recorded and discussed with the parent the same day
- We work in partnership with the parents and the key person will regularly discuss any issues with the parents if necessary
- We use observations to monitor recurring unacceptable behaviour and decide jointly with parents strategies to help us respond appropriately

Bullying

Bullying involves the persistent physical or verbal abuse of another. We take bullying very seriously.

If any incident of bullying occurs

- We intervene to stop the child
- We explain to the child doing the bullying that this behaviour is unacceptable
- We give reassurance to the child who has been bullied
- We discuss with the parents what has happened and jointly work out a strategy for handling this behaviour
- We share what has happened with the parents of the victim explaining what we as a pre-school are doing to help resolve the situation
- We do not label children as bullies
- We help any child who has bullied to understand their action and take responsibility receiving praise for acceptable behaviour
- We help all children to develop assertive strategies to challenge bullying

We take any bullying of staff very seriously, staff are made aware that any problems that arise can be taken to the Chair of the committee in confidence (who is independent from the pre-school team). Any incidents will be dealt with appropriately.

This policy aims to encourage and reward positive behaviour, develop self-esteem and allow all children to be happy and successful in their play.

Child Protection Policy

Relevant Legislation

Statutory framework for the EYFS Sept 2019

Every Child Matters - Staying Safe

Childcare Act 2006

1. Introduction

We at Queens Road Methodist Church Pre-school are committed to a practice, which safeguards and promotes the welfare of children.

Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of issues, which cause children and young people harm. We will safeguard children and young people by:-

- Adopting child protection guidelines through a code of behaviour for staff and volunteers.

- Sharing information about child protection and good practice with children, parents, staff and volunteers.
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- Following carefully the procedures for safer recruitment in the selection of staff and volunteers.
- Providing effective management oversight for staff and volunteers through supervision, support and training.

We are also committed to reviewing our Child Protection Policy and good practice guidance on an annual basis.

2. Statement of intent

It is the policy of Queens Road Methodist Church Pre-school to safeguard the welfare of all children and young people by protecting them from all forms of abuse including Physical, emotional and sexual harm. This organisation is committed to creating a safe environment in which young people can feel comfortable and secure while engaged in any of the groups' programmes/activities.

3. Types of abuse

Neglect: is 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.

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

Physical abuse: 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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional abuse: is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, 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, though it may occur alone.

4. Guidelines for all

Staff must at all times show respect and understanding for individual's rights, safety and welfare, and conduct themselves in a way that reflects the ethos and principles of the pre-school.

a. Respect

Staff and volunteers are committed to:

- Treating children and young people with respect and dignity.
- Always listening to what a child or young person is saying.
- Valuing each child and young person.
- Recognising the unique contribution each individual can make
- Encouraging and praising each child and young person.

b. By example

Staff and volunteers will:

- Provide an example, which we would wish others to follow.
- Use appropriate language with children and young people and challenge any inappropriate language used by a young person or child or an adult working with young people.
- Respect a young person's right to privacy.

c. One to one contact

Staff and volunteers will:

- Not spend excessive amounts of time alone with children, away from others, staff should try to always be visible to others in their contact with children.
- In the unlikely event of having to meet with an individual child or young person make every effort to keep this meeting as open as possible.
- If privacy is needed, ensure that other staff are informed of the meeting and it's whereabouts.

d. Physical contact

Staff and volunteers should never:

- Engage in sexually provocative or rough physical games, including horseplay.
- Do things of a personal nature for a child or young person that they can do for themselves, If such an incident arises, for example, where a child or young person has limited mobility, A member of Queens road Methodist Church Pre-school staff will deal with such an incident.
- Allow, or engage in, inappropriate touching of any kind.

e. General

Staff and volunteers should:

- Be aware that someone might misinterpret our actions no matter how well intentioned.
- Never draw any conclusions about others without first checking the facts.

- Never allow ourselves to be drawn into inappropriate attention seeking situations such as tantrums or crushes.
- Never exaggerate or trivialise child abuse issues or make suggestive remarks or gestures about, or to a child or young person, even in fun.

f. Relationships

Staff and volunteers who are involved in relationships with other members of staff or volunteers should ensure that their personal relationships do not affect their role within the group or the work of the group.

g. Sharing information

Good communication is essential in any organisation. In Queens Road Methodist Church Pre-school every effort will be made to assure that, should individuals have concerns, they will be listened to and taken seriously.

It is the responsibility of the management to ensure that information is available to, and exchanged between all those involved in this group and its activities. Some information is confidential and should only be shared on a strictly need-to-know basis.

Children and Young People

Children and young people have a right to information, especially any information that could make life better and safer for them. Queens Road Methodist Church Pre-school will act to ensure they have information about how and with whom, they can share their concerns, complaints and anxieties.

When sharing information Queens Road Methodist Church Pre-school staff and volunteers will be sensitive to the level of understanding and maturity, as well as to the level of responsibility, of the people with whom they are sharing.

Parents

Parents / persons with parental responsibility are ultimately responsible for their children's welfare at all times, and they should be assured that their children are involved with a creditable organisation

We achieve this by:

- Publicising information on all our work with children
- Publishing the named designated child protection person and how to make a complaint in our Policies
- Publishing a full copy of the child protection policy on our website or in our policy booklet and the file in the corridor.

Staff and volunteers

As a group, which offers support and guidance to children and young people, it is imperative that each member of staff is aware of their responsibilities under the child protection legislation and has a working knowledge of our procedures. Each member of staff will receive updated training in child protection every three years. All staff or volunteers are obliged to inform the designated person for Child protection if any incidents or changes happen in their personal lives i.e. police/courts involvement, if there are changes to report this can be discussed at staff support and supervision sessions, a member of staff or volunteer can ask for a support and supervision session to be held at any time.

Other bodies

A copy of our child protection policy will be made available to any other appropriate body.

h. Procedures for reporting allegations or suspicions of abuse

All action is taken in line with the following legislation/guidance:

- South west safeguarding and child protection shared procedures, www.onlineprocedures.co.uk/swcpp
- Safeguarding children in Education September 2015
- Working together to safeguard children 2015
- What to do if you are worried a child is being abused 2015

In any case where an allegation is made, or someone in the group has concerns, a record should be made. Details must include, as far as practical:

- Name of child or young person
- Age
- Home address (if known)
- Date of Birth (if known)
- Name/s and address of parent/s or person/s with parental responsibility.
- Telephone numbers if available.
- Is the person making the report expressing their own concerns, or passing on those of somebody else? If so, record details.
- What has prompted the concerns?
- Include dates and times of any specific incidents.
- Has the child or young person been spoken to?
If so what was said?
- Has anybody been alleged to be the abuser
If so, record details
- Who has this been passed on to, in order that the appropriate action is taken? E.g. groups Child protection designated officer, Children's social care.
- Has anyone else been consulted?

i. Designated Safeguarding Lead

- The designated person will immediately inform Children & Families Assessment Intervention Team (CAFAIT) by telephone
Telephone Number 01225 396312/313 Out of hours Telephone number 01454615165
- The telephone referral to CAFAIT will be confirmed in writing using the form marked C2, within a maximum of 48 hours, ideally 24 hours, with a copy to the designated person for child protection (Ginny Ireland). Essential information will include pupil's name, address, date of birth, family composition, and reason for referral, name of person receiving the referral and any advice given. The written confirmation must be signed and dated by the referrer.
- Confidentiality must be maintained and information relating to individual children and young people/families shared with staff on a strictly need to know basis.

j. Alleged abuse by staff, Managers, volunteers or trustees

- When an allegation is made against a member of staff or volunteer, then the allegation must be passed to your designated Safeguarding Lead (Ginny Ireland) or their deputy (Kate Sheppard), or if the allegation concerns them both, direct to the Local Authority Designated Officer (LADO)
- Your designated person for child protection should contact one of the local authority designated officers for consultation **Local Authority Designated Officer (LADO)** on **01225 396810** or if unavailable **Head of Safeguarding**, on **01225 396974** within one working day. The Designated Officer contacted will record a note of the consultation and will advise on the appropriate action that needs to be taken.

k. Training

- The designated person and his/ her deputy must receive training every 2 years in Child Protection Training which is available from B&NES Local Safeguarding Children's Board
- All staff and volunteers shall have access to appropriate training on a regular basis, at least every 3 years.

l. Record Keeping

- All records, information and confidential notes will be kept in separate files in a locked drawer or filing cabinet.
- Only the designated Leads will have access to these files.

m. Disclosure

- Never guarantee absolute confidentiality, as Child protection will always have precedence over any other issues.
- Listen to the child, rather than question him or her directly.
- Offer him/her reassurance without making promises, and take what the child says seriously
- Allow the child to speak without interruption.
- Accept what is said - it is not your role to investigate or question.
- Do not overreact
- Alleviate feelings of guilt and isolation, while passing no judgement.
- Advise that you will try to offer support, but that you must pass the information on.
- Explain what you have to do and whom you have to tell.
- Record the discussion accurately, as soon as possible after the event.
- Use the child's words or explanations - do not translate into your own words, in case you have misconstrued what the child was trying to say.
- Contact Ginny Ireland or Kate Sheppard for advice / guidance. The designated lead may then discuss the concern / suspicion with the relevant organisation, and if appropriate, make a direct referral.
If designated lead is not available, or it is inappropriate to approach them, the volunteer / member of staff with the concern should make direct contact with the relevant organisation themselves.
- Record any discussion or actions taken within 24 hours.

n. Further Information

For further information about what to do if you are worried a child is being abused, see the B&NES LSCB website, <http://www.bathnes.gov.uk/services/children-young-people-and-families/childprotection/local-safeguarding-children-board>

Leaflets available from B&NES LSCB also include:

- Copies of the DfES summary booklet 'What to do if you are worried a child is being abused

The South West Safeguarding and Child Protection Shared Procedures can be accessed at: www.swcpp.org.uk

Concerns, compliments and Complaints Policy and Procedure

Relevant Legislation

Statutory framework for the EYFS Sept 2019

Every Child Matters - Economic Well Being

Childcare Act 2006

Aim:

Queens Road Methodist Church Pre-school aims to provide the highest quality education and care for all our children. We offer a welcome to each individual child and family and aim to provide a warm and caring environment in which all children can learn and develop as they play.

- We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes.
- We work in partnership with parents/carers and the community generally and are open to suggestions on how to improve our policies or practices at any time.
- We believe that most complaints are made constructively and can be sorted out at an early stage.

If you have any comments or observations, such as: "your child never does any painting" then please see your child's key person, (there is a list of key person groups on the board in the corridor) alternatively you may fill in a concern, compliments and complaints slip and place it in the concern, compliment & Complaint File in the corridor. The reason we are using written slips rather than just verbal comments is so that we can ensure that your comments are taken on board and reviewed regularly, on these slips there is also a chance to compliment things that are good about the group, this will give us a more balanced idea of how you as parents/carers feel and maybe improve our practice. Any concerns or compliments will be dealt with by the Manager and a reply given in written or verbal form (as appropriate) within 5 working days.

Procedure for complaints

- It is in the best interest of the pre-school and parent/carers that complaints are taken seriously and dealt with fairly in a way that respects confidentiality. Any parent/carer who is uneasy about any aspect of the pre-school provision should talk over any worries and concerns with the Key person, pre-school manager or deputy. This will be recorded and a plan of action implemented within 5 working days. **(Immediately if the complaint is regarding Child Protection issues or a breach of the Children Act Regulations as stated in the EYFS 2012 requirements or a breach of any other legal requirement**

of the pre-school, or if your complaint is against a member of staff then in both instances we will follow the procedure in our Child Protection Policy)

- If there is no satisfactory outcome within 2 weeks, or if the problem reoccurs, the parent/carer should put the concerns or complaint in writing to the Chair of the committee.
- A meeting with the Chair, pre-school manager and the parent/carer will be arranged.
- The parent/carer should have a friend or partner present if required.
- An agreed written record of the meeting will be made.

If the matter is still not sorted out to the parent/carer's satisfaction, the parent/carer should again contact the chair.

- If the parent/carer and the pre-school cannot reach agreement, an external mediator who is acceptable to both parties, to listen to both sides and offer advice, will be contacted. This mediator has no legal powers but can help to clarify the situation.
- The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved.
- All discussions will be kept confidential.
- There will be an agreed written record of any meetings held and of any advice given.
- In some circumstances it may be necessary to involve OFSTED the Office for Standards in Education, who have a duty to ensure laid down requirements are adhered to. OFSTED must be involved if a child appears to be at risk or where there appears to be a possible breach of registration requirements.
- Ofsted will be informed and used for advice where necessary.

In either of the above cases both parents/carers and the pre-school must be informed by OFSTED and a full investigation of the complaint will be followed by appropriate action.

We will record all complaints on the OFSTED format: Provider complaints record and follow the requirements of the OFSTED complaints procedures this will include sending details of:

- Any action(s) identified by us
- Any actions set or taken by OFSTED
- Any action taken by another external agency, where we have their permission to do so
- The outcome of our investigation, identifying any areas where we feel we could make improvement to our provision
- If we dismiss any staff following investigations, and detail under what circumstances. If they are dismissed for misconduct because they placed a child at risk we may need to refer the individuals for inclusion onto the protection of Children Act list.

CONTACT DETAILS FOR OFSTED, CAFAIT and FAMILY INFORMATION SERVICES

OFSTED (Office for Standards in Education)

The National Business Unit

Ofsted

Piccadilly Gate

Store Street

Manchester

M12WD

Tel: 0300 123 1231

Family Information Services

Tel: 0800 0731214

Children & Families Assessment Intervention Team [CAFAIT](for Child Protection issues)

Tel: 01225 396312/313

Curriculum, Planning Observation and Assessment Policy

Relevant Legislation

Statutory framework for the EYFS Sept 2019

Every Child Matters - Positive Contribution & Enjoy and Achieve

Childcare Act 2006

Aims and values

It is the aim of Queens Road Pre-School to provide a warm caring environment for the children in our care.

We believe that all children are unique individuals and aim to help them develop at their own rate through challenging and exciting play.

We want to provide opportunities for all children to grow in self-confidence, experience success and develop a positive self-image.

We believe that children learn most effectively when they are interested and motivated by the activities they engage with.

We want to encourage independence in all areas of development.

We believe in the importance of a key person to help plan activities tailored to the needs of each individual child.

We value parents as the first and most important educators of their children-we welcome them as active partners in our Pre-School.

Curriculum

Our curriculum is based on play and a mixture of child initiated and adult initiated activities.

We support all children to develop their potential at their own pace. We plan developmentally appropriate play activities which encourage progression.

We follow the Early Years Foundation Stage which sets out statutory requirements and practice.

The early Years Foundation stage has three prime areas and 4 specific areas of learning and development:

Prime Areas

Personal, Social and Emotional Development

We encourage and support the children to become interested in their own learning, to gain self-respect and respect the needs of others.

We encourage independence and also the importance of working and playing co-operatively.

We aim to develop their awareness of their own needs and feelings and to respect the needs, views, cultures and beliefs of others.

Communication and Language

We encourage the children to talk and listen in different situations. We use a wide variety of stories, songs and rhymes to enable them to respond in different ways.

Books are always available to give every child the opportunity to become familiar with a range of fiction and non-fiction books.

Physical Development

We encourage the children to learn to move with confidence, imagination and safety both indoors and outdoors.

We provide a range of activities to help them gain awareness of space, themselves and others.

We help the children begin to learn about the importance of keeping healthy and the factors that contribute to this.

We encourage the children to use a range of equipment and materials safely and help them to use them with increasing control.

Specific Areas

Literacy

We help the children to understand that written symbols carry meaning and to distinguish between different sounds.

Mark making tools are always available to encourage early writing.

Mathematics

We encourage the children to use numbers in play, sing number rhymes and play number games. We celebrate birthdays by lighting and counting candles on a cake to help the children eventually recognise and use numbers.

We talk about and point out shapes to encourage their knowledge. We provide opportunities to measure and experiment with different types of quantities and solve mathematical problems.

Understanding of the World

We provide a safe and stimulating environment with plenty of opportunities for the children to explore and investigate.

Children can design and make using a wide range of materials. They can complete simple programmes on the computer and play with programmable toys.

We encourage awareness of the environment and talk about important events. We help the children begin to understand their own and other people's cultures by talking about and celebrating festivals and special days.

Expressive Arts and Design

We encourage the children to use a variety of ways to respond to what they see, hear, feel, smell and touch.

We encourage the children to use a wide range of media and materials to explore and choose colour, texture and shape.

We encourage exploration of music and movement, recognising sounds, using instruments and singing familiar songs from memory.

We provide opportunities for role-play and imaginative play through props, situations, stories, dance and art.

Planning

Queens Road Methodist Pre-school is a day care setting.

It provides 30 places per session for children aged 30months-5 years

New children are admitted regularly throughout the year.

Children attend a variety of hours as required

We believe that children learn best through play and aim to provide physical and mental challenges to extend their development.

Planning is based on the belief that children learn best when they are motivated and interested in the activities on offer.

Planning involves a yearly diary, long term plans for continuous provision, term plans, weekly plans and daily plans.

Termly plans include events that happen each year for example festivals, celebrations and transition to school. Termly and weekly plans include continuous provision, enhancements and

ensure that the adults are providing a balance of activities that will help every child make good progress towards the early learning goals.

They may contain activities based on the interest table and focussed activities to enhance learning.

Weekly and daily plans contain a balance of child initiated and adult led activities. (See examples)

Within each session the key person and other practitioners respond to the children's interests to extend their learning.

Plans are displayed for the parents to see.

Plans and activities are regularly evaluated and always flexible to allow response to children's individual interests

Planning meetings are held regularly to discuss all areas and include individual children's ideas and interests.

Individual plans are based on careful observations and dialogue with the child and parents.

These identify the child's interests, needs and stage of development and then the possible next steps to extend learning.

Wow sheets are also used to develop communication and partnership between home and Pre-School.

Observation and assessment

Observations are made by the child's key person and other practitioners on a regular basis.

Observations can be of various types- simple recording, timed, tracking, focussed, detailed and photographic.

Observations are recorded in each child's learning journal.

A new child profile is completed during the child's first term and shared at their first Parent consultation, a 2 year check is carried out if applicable.

Formative assessment is carried out by the key person through observations.

Summative assessment is carried out regularly by reviewing individual learning plans and will be shared with parents and other settings if applicable

Parent consultations are held twice a year.

Parents can see their child's learning journal at any time and discuss progress with the key person informally or arrange an appointment.

Overall responsibility for the curriculum and planning is held by the Manager who works closely with all practitioners to ensure the best outcomes for children.

Equality Policy

Relevant Legislation

Equality Act 2010

SEND Code of Practice September 2014

Children and Families Act 2014

Statutory framework for the EYFS Sept 2019

Every Child Matters

Childcare Act 2006

Aims

We believe in the statement "All Different all Equal"

We believe that all children have the right to learn in a caring and considerate environment where all children and adults are valued for their contribution to the life of Pre-School.

We believe that no-one should be discriminated against or disadvantaged on the basis of gender, race, disability, age, religion or belief or sexual orientation.

We enable all children to engage fully by planning experiences and activities that respond to the individual development and needs of each child.

We work closely with parents who are fully involved in all decisions that affect their children's education.

We work closely with any outside agencies to help provide additional support needed to meet the child's needs.

Purpose

To meet the individual needs of all children in our setting

To ensure that inclusion and equal opportunities are put into practice

To raise quality and standards

To recognise the rights of the child

Practice

- We have due regard for the SEND code of practice 2014(see separate policy)
- We familiarise staff with all relevant legislation including equality act 2010
- We ensure that the Pre-school admissions policy is inclusive and fair to all
- We ensure that staff have opportunities to undertake specialist training to help meet the needs of children in our setting

- We liaise with outside agencies
- We celebrate the differences that make us unique and promote self-esteem and appreciation of others
- We ensure that all children are fully integrated into daily activities and routines
- as part of our admission we encourage home visits to discuss individual needs with each family
- we make flexible arrangements to meet individual cultural, religious or medical needs
- we plan activities and experiences to allow all children to participate and to promote and reflect positive images and the rich diversity within our community and the wider world (See curriculum policy)
- we will regularly review our practice, activities and resources
- we value home languages and these will be valued and celebrated in Pre-School
- information sharing will be made accessible and inclusive
- We are guided by a committee which includes church members and elected parent representatives

Employment

We will appoint the best person for each job and treat all applicants fairly as stated in our aims

Discriminatory Remarks and Behaviour

We will challenge any racist or other discriminatory remarks, attitudes or behaviour (see behaviour policy)

Breaches of this policy will result in disciplinary action

E-Safety Policy

Relevant Legislation

Statutory framework for the EYFS Sept 2019

Childcare Act 2006

Data Protection Act 1998

Freedom of Information Act 2000

At Queens Road Methodist church Pre-school we use ICT equipment safely and securely.

Computer/Laptop

- The pre-school computer and I pads are used for the children and is not connected to the internet

- The pre-school Laptop is used by the manager and Deputy both at home and in the setting for business reasons.
- There is no internet access on site. Internet access is used off site by the Manager/Child Protection Designated person and Deputy.
- No photographs remain on the laptop once the printing has been completed.
- Secure passwords are used by the manager on the laptop, and by the secretary who has details of the current admission list on her computer.
- The pre-school laptop is protected with McAfee which is automatically updated annually.

Cameras

- Only the designated pre-school camera is used to take images of the children in the setting.
- The use of personal cameras is prohibited
- Parental permission will be obtained to take photographs on the admission form, discussion on how photographs are used will be discussed at visits.
- Photographs are used in each child's Learning Journal, to show their development and activities.
- If photographs are going to be used outside of the pre-school, parents will be informed individually.
- The camera is plugged into the pre-school laptop on site and photographs printed off. Images are then deleted from the laptop.
- Photographs are not stored on any other device.
- Cameras may be used by parents at events, the Child protection designated officer will make sure parents are asked permission for people to take photos of the event and a warning given to not allow any child's image other than their own to be put on any social networking site.

Mobile Phones

- Mobile Phones will be turned to silent or off and placed in the staff room when staff arrive for work.
- Any parent, student or other adults visiting the setting will be asked to put their mobile phone in the consumable cupboard
- Mobile phones may only be used at break and dinner times unless otherwise agreed by designated person for child protection and will be monitored.
- Mobile phones may be used by parents at events, the Child protection designated officer will make sure parents are asked permission for people to take photos of the event and a warning given to not allow any child's image other than their own to be put on any social networking site.

Escalation Policy

Relevant Legislation

Children Act 2006

Statutory Framework for the EYFS Sept. 2019

Introduction

Occasionally situations arise when workers within one agency feel that decisions made by a worker from another agency on a child protection or child in need case is not a safe decision. Disagreements could arise in a number of areas, but are most likely to arise around:

- Levels of need
- Roles and responsibilities
- The need for action
- Communication

The safety of individual children is the paramount consideration in any unresolved issues and should be addressed with due consideration to the risks that might exist for the child.

All workers should feel able to challenge decision-making and see this as their right and responsibility in order to promote the best multi-agency safeguarding practice. This policy provides workers with the means to raise concerns they have about decisions made by other professionals or agencies by:

a) Avoiding professional disputes that put children at risk or obscure the focus on the child

b) Resolving the difficulties within and between agencies quickly and openly.

c) Identifying problem areas in working together where there is a lack of clarity and to promote the resolution via the amendment to protocols and procedures.

Effective working together depends on an open approach and honest relationships between agencies. Problem resolution is an integral part of professional co-operation and joint working to safeguard children.

Resolution should be sought within the shortest timescale possible to ensure the child is protected. Disagreements should be resolved at the lowest possible stage however if a child is thought to be at risk of immediate harm discretion should be used at which stage is initiated.

Stages of the policy

Stage One

Any worker who feels that a decision is not safe or is inappropriate should initially consult the Manager to clarify their thinking in order to identify the problem; to be specific as to what the disagreement is about, and what they aim to achieve. They should also be able to evidence the nature and source of their concerns and should keep a record of all discussions.

Stage two

Initial attempts should be taken to resolve the problem at its lowest possible level. This would normally be between the people who disagree. It should be recognised that differences in status and/or experience may affect the confidence of some workers to pursue this unsupported.

Stage three

If the problem is not resolved at stage two the concerned worker should contact the manager of Queens Road Methodist Church Pre-school who should raise the concerns with the equivalent supervisor/manager in the other agency. The manager should also notify the Safeguarding Children's Board Manager (LSCB) who will keep a record of all on-going disagreements.

Stage four

If it has not been possible to resolve the professional differences within the agencies concerned the matter should be referred to the Chair of the LSCB, who may either seek to resolve the issue direct, or to convene a Resolution Panel.

The panel must consist of LSCB representatives from three agencies (including the agencies concerned in the professional differences, where possible).

The panel will receive representations from those concerned in the professional differences and make a decision as to the next course of action, resolving the professional differences concerned.

Timescales

Some matters may be resolved very quickly, and this will be determined locally by the complexity of the issues. In all cases, the matter will be resolved as speedily as possible, and the primary focus will be on insuring that the safety and welfare of the children concerned is assured whilst discussions take place.

At all stages of the process actions and decisions must be recorded in writing and shared with relevant personnel, to include the worker who raised the initial concern. In particular this must include written confirmation between the parties about an agreed outcome of the disagreement and how any outstanding issues will be pursued.

It may be helpful for individuals to debrief following some disputes in order to promote continuing good working relationships.

Health and Hygiene - Policy and Practice

Relevant Legislation

Every Child Matters - Being Healthy & Staying Safe

Statutory framework for the EYFS Sept 2019

Childcare Act 2006

Our Pre-school promotes a healthy lifestyle and a high standard in its day-to-day work with children and adults. This is achieved in the following ways:

HEALTH

The building and surrounding areas are a non- smoking environment

Food: The Kitchen will be registered with Environmental Health

All meals and snacks provided will be nutritious and pay due attention to children's particular dietary requirements.

When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet.

Outdoor play: Children will have the opportunity to play in the fresh air throughout the year (in the pre-school's own outside play area).

Illness: Parents are asked to keep their children at home if they have an infection, and to inform the pre-school as to the nature of the infection so that the pre-school can alert other parents and make careful observation of any child who seems unwell.

Parents are asked not to bring into pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack

Cuts and open sores, whether on adults or children, will be covered with sticking plaster or other dressing.

With regard to the administration of life saving medication such as insulin/adrenaline injections or the use of nebulisers, the position will be clarified by reference to the pre-school insurance company. (In the case of pre-schools insured with Royal and Sun Alliance, this will be through the insurance officer at Early Years Alliance National Centre).

If the child is on prescribed medication, the following procedures will be followed.

If possible, the child's parent will administer medicine. If not, then medication must be clearly labelled with the child's name, dosage and any instructions and must be in original dispensed container. Where local regulations require it, guidance will be sought from the Insurance Company or other relevant agencies, before people other than the parents agree to administer medicines.

Written information will be obtained from the parent, giving clear instructions about dosage, administration of the medication and permission for a member of staff to follow the instructions, Medication will be administered by 2 members of staff.

All medication will be kept in a lockable cupboard.

A medication file will be available to log in: name of child receiving medication; times that the medication should be administered; date and time when medication is administered, together with the signature of the staff who have administered each dose. Where appropriate, Health Care Plans will be completed

The pre-school will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed.

If required staff will be trained in specific medical needs of a child.

Information sources: Parents will have the opportunity to discuss health issues with pre-school staff and will have access to information available to the pre-school.

The pre-school will maintain links with health visitors and gather health information and advice from the local health authority information services and/or other health agencies.

HYGIENE

To prevent the spread of all infections, adults in the group will ensure that the following good practices are observed:

Personal Hygiene:

Hands washed after using the toilet.

Children with pierced ears are not allowed to try on or share each other's earrings.

Outdoor shoes to be changed on arrival.

Tissues are available and children encouraged to blow and wipe their noses when necessary. Soiled tissues will be disposed of hygienically.

Children encouraged to shield their mouths when coughing.

Every child will bring a towel for their own use only.

Hygiene rules relating to bodily fluids followed with particular care and all staff and volunteers aware of how infections, including HIV infection, can be transmitted

Cleaning and clearing: Any spills of blood, vomit or excrement wiped up and flushed away down the toilet. Gloves and specified bowl are always used when cleaning up spills of body fluids. Floors and other affected surfaces disinfected using chlorine or iodine bleach diluted according to the manufacturers' instructions. Fabrics contaminated with body fluids thoroughly washed in hot water.

Spare laundered pants, and other clothing, available in case of accidents and polythene bags available in which to wrap soiled garments.

All surfaces cleaned daily with an appropriate cleaner.

Use different cleaning cloths for kitchen and toilet / floor areas.

Food: The pre-school will observe current legislation regarding food hygiene, registration and training. All lunch boxes are kept in the fridge, the temperature and cleaning is recorded appropriately, in particular, each adult will:

Always wash hands under running water before handling food and after using the toilet.

Not be involved with the preparation of food if suffering from any infectious/contagious illness or skin trouble.

Ensure waste is disposed of properly and out of reach of the children.

Wash fresh fruit and vegetables thoroughly before use.

Tea towels will be kept scrupulously clean and washed every day.

All utensils will be kept clean and stored in a dust-free place, e.g. closed cupboard or drawer.

Cracked or chipped china will not be used.

Lost Child Policy

Relevant Legislation

Statutory framework for the EYFS Sept 2019

Childcare Act 2006

This should never happen, and to prevent this from happening, the pre-school take the following precautions:

- At the beginning of the session a member of staff will be in the corridor to greet families and a register is taken as the children enter the main room, children also self register.
- At the end of the session 2 members of staff will be at the exit to ensure all children leave with the appropriate adult.
- During sessions all doors will be locked or fastened to avoid children departing unobserved/unattended.
- A register is kept every session of adults and children including visitors.
- Key persons will gain knowledge from parents of any particularly adventurous children.
- Adults will be aware of children's movements to avoid any child leaving the premises unattended.
- Children will be made aware of rules and boundaries within the pre-school and the reasons for these.

In the unlikely event of this happening the following procedures will be followed.

A systematic search of the premises will take place to ensure the child is not involved in an activity and not easily visible, all adults in the group will be made aware of the situation.

Without causing alarm, children will be asked if they know where the child is.

If the child has still not been located then:

The other children will be gathered into one group and an activity i.e. singing, story will take place to free as many adults as safely possible to search for the child.

Information such as the last sight of the child, what s/he was wearing and a description will be noted.

Parents will be notified, as the child may be trying to make their way home, if possible, without endangering the rest of the children in the group, a responsible adult will make the journey to the child's home on foot in order to catch up and intercept the child.

The police will be called as they have the resources to conduct a wider search and speed is important.

At the earliest time possible OFSTED, the Insurance Company, the Chairperson and any other necessary professionals will be notified of the incident.

A detailed record will be built up of all the information and events leading up to and during the incident and an Incident form filled out.

The pre-school will inform all its members at the earliest time possible.

Everything will be done to find the child swiftly and safely, we will endeavour to support the parents and cause as little distress as possible to the family.

Parental Involvement Policy

Relevant Legislation

Every Child Matters - Positive Contribution

Statutory framework for the EYFS Sept 2019

Childcare Act 2006

Parents are the first and most important educators of their children. The aim of the group is to support their essential work, not to supplant them. We aim to work in partnership with parents / carers. We will:

- Make all new parents aware of the group's system and policies.
- Encourage parents on an individual basis to play an active part in the management of the group.
- Ensure that parents are informed on a regular basis about their child's progress.
- Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group.
- Involve parents in shared record keeping about their own child, either formally or informally.
- Ensure that all parents are fully informed about meetings, conferences, workshops and training.
- Consult with families about the times of meetings to minimize excluding anyone.
- Hold meetings in venues that are accessible and appropriate to all.
- Welcome the contributions of parents, whatever form they may take.
- Make known to parents the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents to learn about the pre-school curriculum and about young children's learning, in pre-school and at home.

Procedure if a Child is not Collected

Relevant Legislation

Statutory framework for the EYFS Sept 2019

Childcare Act 2006

In the event of a parent/guardian or designated person failing to collect a child within 20 minutes of the end of the session the pre-school will take the following measures:

- Exhaust all emergency contacts listed for that child.
- Report the incident to the Child Protection Team/Duty Social Worker.
- While the child is still in the care of the pre-school, two members of staff will stay with the child. If necessary they may need to take the child off the premises to collect their own children from school. They will return immediately to the pre-school and continue the procedure.
- The above contacts will decide the next step to take in the situation, which may include, informing police and/or finding a suitable temporary foster home until the situation is resolved.
- OFSTED will be informed of any such incident and appropriate paperwork completed.
- If you are late collecting your child the pre-school reserves the right to charge £1 per minute which will be payable immediately.

If for any reason an emergency arises and you are going to be unavoidably late please inform us immediately on 0117 9877753 so we can avoid carrying out the above procedures.

Safer Recruitment Policy

Relevant Legislation

Childcare Act 2006

Equality Act 2010

Rehabilitation of Offenders Act 1974

Statutory Framework for the EYFS Sept 2019

Every Child Matters - Economic well being

At Queens Road Methodist Church Preschool we recognise the importance of implementing safer recruitment practices.

This Organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

- We require a minimum of two references, these are always verified and at least one referee will be contacted in person to verify the reference. Character references from friends or colleagues are not considered as acceptable.
- An application form is always used and a full employment history is required. Any gaps in employment history will be checked and accounted for.

- Qualifications are always checked.
- Checks will be carried out to establish identity and Right to work in the UK for all employees, all relevant documents are verified to establish that they are certified originals and retained securely in their personnel file.
- An Enhanced DBS check will be undertaken for any staff working in "Regulated activity" who have not previously been subject to these checks, including temporary, agency or contract staff.
- If an individual already has an enhanced DBS check, an on-line check will be undertaken through the "DBS Update Service" to ensure the information held on the certificate is up to date.
- Any disclosure that reveals information is dealt with through the recommended Positive Disclosure process and a thorough risk assessment is carried out in all cases.
- Induction will include an introduction to the child protection procedures and attendance at the appropriate child protection course, as relevant to the post, will be arranged.
- All staff will be made aware of the Allegation management procedures and who to report concerns to.
- Where behaviour of the individual or allegation may indicate that the person meets the criteria consideration under allegations management, they will be referred to the process via the manager.
- Part of the induction will be to provide a copy and make staff aware of the guidance on safer work practices.
- The Whistle blowing policy will be made known to all staff.
- It will be made clear to applicants for posts within the pre-school that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
- All appointments both paid and voluntary will be subject to a probationary period and will not be confirmed unless the pre-school is confident that the applicant can be safely entrusted with children.

Safety - Policy and Procedure

Relevant Legislation

Every Child Matters - Staying Safe & Being Healthy

Statutory framework for the EYFS Sept 2019

Childcare Act 2006

The safety of the young children is of paramount importance. In order to ensure the safety of both children and adults, the pre-school will ensure that:

- All children are supervised by adults at all times and will always be within sight of an adult.
- A book is available at each session for the reporting of any accident/incident.
- Regular safety monitoring will include checking of the accident and incident record.
- All adults are aware of the system(s) in operation for children's arrivals and departures and an adult will be at the door during these periods.

- Children will leave the group only with authorised adults.
- Safety checks on premises, both outdoors and indoors, are made before every day/session. (See staff check list).
- Adults helping on the rota or voluntary basis are made aware of the safety rules. (Copy on staff notice board).
- The main entrance is shut, not locked during the session. The doors between pre-school and vestibule are bolted and bell in operation.
- Low-level glass will be covered, or replaced by safety glass.
- Outdoor space is securely fenced.
- Equipment is checked regularly and any dangerous items repaired/discarded.
- The layout and space ratios allow children and adults to move safely and freely between activities.
- Fire doors are never obstructed.
- Fire/heaters/electrical points/wires and leads are adequately guarded.
- All dangerous materials, including medicines and cleaning materials are stored out of reach of children.
- Children do not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials including matches.
- Adults do not walk about with hot drinks or place hot drinks within reach of children.
- Fire drills are held at least once every two terms per day.
- A register of both adults and children is completed as people arrive so that a complete record of all those present is available in any emergency.
- There is no smoking in the building.
- A correctly stocked first aid box is available at all times.
- Fire extinguishers are checked annually and staff know how to use them.
- Whenever children are on the premises at least two adults are present.
- Large equipment is erected with care and checked regularly.
- Activities such as cooking, woodwork and energetic play receive close and constant supervision.
- On outings, sufficient care will be taken and risk assessments carried out to ensure all children and adults safety. The holding rings will be used where necessary to keep children together, children will wear hi-vis vests where possible
- If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children on premises.
- Children who are sleeping are checked regularly.
- Equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger/less mature children.
- Internal safety gates/barriers are used as necessary.
- The premises are checked before locking up at the end of the day.
- Parents are asked not to use plastic carriers for daps etc. because of suffocation risk.
- If children ride bikes etc to pre-school, they must be left outside of the building; our insurance does not cover these for damage or theft.

Settling in Pre-school – Policy and Procedure

Relevant Legislation

Every Child Matters

Statutory framework for the EYFS Sept 2019

Childcare Act 2006

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in our pre-school.

In order to accomplish this, we will:

- Arrange a home visit by the manager or deputy, if possible.
- Encourage parents to visit the pre-school with their children during the weeks before an admission is planned.
- Introduce flexible admission procedures, if appropriate, to meet the needs of individual families and children
- Make clear to families from the outset that they will be supported in the pre-school for as long as it takes to settle their child there.
- Reassure parents whose children seem to be taking a long time settling into the pre-school.
- Encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.

Children cannot play or learn successfully if they are anxious and unhappy. Our settling in procedures aim to help parents to help their children to feel comfortable in the pre-school, to benefit from what it has to offer and to be confident that their parents will return at the end of the session/day.

Special Needs and Inclusion Policy

Relevant Legislation

SEND Code of Practice 2014

Children and families Act 2014

Equalities Act 2010

Statutory framework for the EYFS Sept 2019

Childcare Act 2006

See also our Local Offer

Aims

At Queens Road Pre-school, we believe that all children have a right of full access to the Early Years Foundation Stage.

We believe that all children have the right to learn in a caring and considerate environment where all children and staff are valued for their contribution to the life of Pre-School.

We enable all children to engage fully by providing experiences and activities that respond to the individual development of each child.

We are committed to the early identification of children with special educational needs (SEN) and to adopting clear and open procedures, which are outlined in this policy.

We work closely with parents who are fully involved in all decisions that affect their children's education.

We work closely with any outside agencies to help provide additional support needed to meet the child's needs.

Purpose

To meet the individual needs of children in our setting

To ensure that inclusion and equal opportunities are put into practice

To raise quality and standards

To recognise the rights of the child

To raise awareness

Definition of SEND (SEND Code of Practice 2014)

A child has special educational needs if she or he has a learning difficulty that calls for special educational provision to be made. They may also have a disability under The Equality Act 2010 if so reasonable adjustments and access arrangements should be considered as part of the SEN planning and review.

A child has a learning difficulty if she or he:

- has a significantly greater difficulty in learning than the majority of children of the same age,
- has a disability that either prevents or hinders the child from making use of the facilities of the kind provided for children of the same age in the setting.

Principles Underlying the Code

- Taking into account the views of children and their families
- Enabling children and their families to participate in decision-making
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children
- Making high quality provision to meet the needs of children
- Focusing on inclusive practices and removing barriers to learning
- Helping children prepare for adulthood

Implementation

- ensure policy is made available to parents/carers
- ensure all staff ,including students and volunteers, are aware of the details of the policy
- raise awareness of how statutory, national and local procedures apply
- ensure we have regard to the SEND CODE OF PRACTICE

- appoint a Special Needs Co-ordinator
- (see job description)

This person will be:

Familiar with the code of practice

Able to support other staff

Able to link with parents and outside agencies when needed

- ensure that the Pre-school admissions policy is inclusive and fair to all
- ensure that staff have opportunities to undertake specialist training to help meet the needs of children in our setting
- liaise with outside agencies as and when appropriate

To pay due regard to the Code of Practice we will focus on the

Following:

- early identification
- early intervention
- inclusive education
- physical environment
- partnership with parents
- multi-agency collaboration

Early Identification and Intervention

This is paramount. It is made either by staff, from information received from other settings or agencies or from parental concern.

We make regular observations of all children's play to enable early identification of children's needs

We monitor children's progress closely to plan appropriate provision and support

We share observations and records with parents

We implement the graduated response when needed:

Assess

Plan

Do

Review

This could include

- Strategies within the setting
- Long term and short term Target based Outcomes
- Inclusion plans (these help all staff to follow the same consistent approach)
- We might seek permission for a Local authority Area SENCo Advisory Teacher to observe and discuss the child
- We may need to refer the child to another agency for additional support. These can include Speech and language therapy, occupational therapy, educational psychology. This enables parent/carers and settings to get specialist advice and strategies, these can help the child be fully included (where safely possible) in all aspects of pre-school and the early years curriculum.
- If a child attends more than one early years provision it is very helpful to share all information between the settings. We will use a communication diary that goes between home and the early years settings, this enables everyone to communicate regularly and important information can be shared. Settings will also share Target based Outcome Plans, Inclusion plans, and strategies used in the settings. This will then promote a consistent approach.
- A SEND support record will be created including a one page profile
- We will hold SEN Support review meeting, this is a meeting where targets are reviewed and new targets are set.
- We will hold Team around the child meetings (TAC). These are meetings where parents and all the other people helping the child will come together and discuss, what is going really well, what other help may be needed and what we will all do next to put this in place.
- To help tell the child's story parents may be asked if they would like to have an early help assessment(CAF) completed about their child and family situation. This will be completed alongside a member of staff from the early years setting, a support worker or a health professional. There will also be regular review meetings to follow up actions.
- If a child requires a higher level of support we can apply for inclusion support funding. This will allow a higher level of individual support to be given.
- We may work with parents to put together a non-statutory Education, Health and Care plan (My Plan)
- If a child has long-term Special educational needs that require a higher level of support and services we may suggest working together to request a statutory assessment for an Education, Health and Care Plan (EHC Plan). This is a new process which involves parents, practitioners and other professionals and specialists working together. This might result in a Statutory Plan and specialist provision/resources for your child in our setting and on transition to school.

Transition into other settings.

We have very good links with all our local primary schools.

We always strive to have close links with settings that are children are moving onto.

All transitions are individual and each child will need differing levels of support.

All children will have a detailed moving on document passed to a new setting.

We will always welcome other practitioners into our setting to meet children

- If a child has complex needs they may require a lot of extra help when moving on to a new setting /school. In these circumstances we will put in place a detailed transition support plan working closely with everyone involved

Inclusion

- we ensure that all children are fully integrated into daily activities and routines
- as part of our admission form we ask parents about any particular needs of their child
- we support all children to play confidently alongside and with other children
- we develop activities and resources to promote positive images and raise children's awareness
- we make flexible arrangements if additional adult support is needed
- we plan activities and experiences to allow all children to participate using additional equipment or resources if necessary

Physical Environment

- we will make reasonable arrangements so that all children can join in play both indoors and outdoors
- we organise space for the children's supported and independent movement
- we ensure respectful privacy if needed at times of specific medical care or welfare

Partnership with Parents

- we encourage parents to work closely with us to support their child's needs
- we respect the perspective and needs of parents
- the Senco and other staff ensure there is consistent communication and consultation with parents

Parents are involved at every level of intervention,

We will always try to involve the child as much as possible in making choices and reviewing targets

Staffing Policy

Relevant Legislation

Childcare Act 2006

Equality Act 2010

Statutory framework for the EYFS Sept 2019

Every Child Matters - Economic Well Being

A high adult: child ratio is essential in providing good quality pre-school care.

In our pre-school:

- We have at least one member of staff to each eight children, and one to four for children under three years
- Our key person system ensures each child and family has one particular staff member who takes a special interest in them.
- Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties.
- We work towards an equality policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social, ethnic and cultural groups.
- At least half of our staff hold the full and relevant level 2 as defined by the CWDC and our supervisory staff hold at least level 3
- Regular in-service training is available to all staff, both paid and volunteer members, through the Pre-school Learning Alliance and other professional bodies.
- Our pre-school budget includes an allocation towards training costs.
- We support the work of our staff by means of regular monitoring/appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation (See our safer recruitment policy).
- Any discriminatory remarks will be challenged and dealt with by the manager or (if made by the manager) a member of the committee.
- If any member of staff take on babysitting, this will be done in their own time and not in relation to their job or in any capacity as a member of Queens Road Methodist Church Pre-school

Student Placement Policy

Relevant Legislation

Statutory framework for the EYFS Sept 2019

Childcare Act 2006

We recognise that the quality and variety of work which goes on in a pre-school makes it an ideal place for students on placement from school and college childcare courses as well as those on the Diploma in Pre-school Practice or Tutor Fieldwork Courses.

Students are welcomed into pre-school on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers that hinder the essential work of the pre-school.
- Enhanced DBS and proof of identity (preferably photographic) will be required before placement begins (under 16's will not require a DBS).

- An induction is carried out at beginning of placement
- Students must be confirmed by their tutor as being engaged in a bona fide childcare course that provides necessary background understanding of children's development and activities.
- Students will have regular mentoring sessions with the manager or appropriate person.
- Students required to conduct child studies will obtain written permission from the parents of the child to be studied. No Photographs will be taken.
- Any information gained by the students about the children, families or other adults in the pre-school must remain confidential.
- Unless registered as fit persons with relevant DBS check, students will not have unrestricted access to children.
- Students will place their mobile phones and bags into the consumable cupboard.
- Students do not count toward Adult /Child ratios

Volunteers will need to have an enhanced DBS, identity checks and references, all checks will be completed before being allowed to do voluntary work in the setting.

Support and Supervision Policy

Relevant Legislation

EYFS 2019 Requirements

Health and safety at work act

Equal Opportunities legislation

Why do we provide Support and supervision?

There has to be lines of accountability, responsibility and investment to ensure that the service we provide is properly managed and supported, it is therefore the responsibility of the management to ensure that staff receive effective support and supervision.

Queens Road Methodist Church Pre-school consider support and supervision to be a valuable tool for the welfare, safety and accountability of our staff.

What is the purpose of supervision?

The purpose of support and supervision is to:

Maintain accountability to our organisation

Assist and encourage the staff's professional development

Monitor and review the performance of our staff

Maintain the standards of the organisations service delivery

What do we mean by support and supervision?

Support and supervision is a regular face to face, uninterrupted meeting between Supervisor (the manager) and Supervisee (staff member). The supervision will support, direct and monitor the work of the supervisee enabling and empowering professional and personal development.

We aim to have face to face meetings for all members of staff each term, Sessions will take place during work time and where necessary cover will be arranged. The Supervisor will be supported by a member of the committee. Supervision sessions will be confidential, issues arising will be followed up and any actions to carry out will be at both the Supervisor and supervisees agreement. If issues arise that links to disciplinary or grievance procedures the supervisor will follow these up accordingly. Notes will be kept of these meetings, they will be kept in the individuals staff file and copies given to the member of staff.

Appendix A

At support and supervision meetings we will endeavour to have no unnecessary interruptions.

An agenda will be prepared before the session by the supervisor which can be added to by the supervisee as necessary. Follow up meetings will then proceed termly where progress on targets and any issues that have been discussed are reviewed, and the supervisor and supervisee will have opportunity to raise any other concerns.

If issues that arise are of detriment to the Statutory framework and policies that the group work by then the supervisor will take any necessary action and in the first instance consult the chair, this may mean that confidentiality will be affected.

Whistle Blowing Policy

Relevant Legislation

Public Interest Disclosure Act 1998

The Public Interest Disclosure Act 1998 protects workers who blow the whistle about wrongdoing. It applies where a worker has a reasonable belief that their disclosure tends to show one or more of the following offences or breaches:

- A criminal offence:
- The breach of a legal obligation:
- A miscarriage of justice:
- A danger to the health and safety of any individual:
- Damage to the environment: or
- Deliberate covering up of information tending to show any of the above.

Queen's Road Methodist Church Pre-school is committed to the highest possible standards of openness, honesty and accountability. In line with that commitment we encourage employees and others with serious concerns about any aspect of the settings operations to come forward and voice those concerns. It is recognised that certain cases will have to proceed on a confidential

basis. This policy document makes it clear that any concerned parties can do something without fear of reprisal. This whistle blowing policy is intended to encourage and enable such parties to raise serious concerns within the setting, rather than overlooking a problem or blowing the whistle outside.

Staff have the right and individual responsibility to raise any matters of concern regarding poor practice at work. Staff are responsible for safety and well being of all children attending the setting and this is priority over loyalty towards colleagues.

General principles:

- Encourage and enable individuals to raise genuine and legitimate concerns:
- Support staff to take an active role in the elimination of poor practice:
- Ensure concerns are appropriately investigated:
- Protect those making the complaint from victimisation or retaliation:

This policy is intended to compliment other relevant policies and to cover concerns that fall outside the scope of other procedures.

The management/committee will investigate, promptly and thoroughly all concerns raised in accordance with this policy, and will take appropriate action

Confidentiality

The management/committee will do it's best to protect a person's identity when a concern is raised, however in some circumstances identities will have to be revealed to the person complained against and the complainant may be asked to provide written or verbal evidence in support of their complaint.

If a person's identity is to be disclosed, he or she will be told before the disclosure and the reasons why the disclosure is necessary.

Having raised the concerns the management/committee will expect a complainant not to talk about it to any other person inside or outside the setting.

Anonymous complaints

Concerns expressed anonymously are much less powerful and harder to investigate, however they may be considered.

Untrue allegations

If an allegation is made in good faith but it is not confirmed by the investigation, no action will be taken against the complainant. If, however, an allegation proves to be malicious, frivolous or for personal gain, disciplinary action may be taken against them.

How to raise a concern

In the first instance, concerns should be raised with the manager. However this may not always be appropriate, in which case concerns should be raised with the chair person.

Concerns are best raised in writing. You are invited to set out the background and history of the concern giving names, dates and places where possible and the reason why you are particularly concerned. The earlier you express your concerns the easier it is to take action. If you do not wish to put the allegations in writing, the person to whom you are making the complaint will make

a written record of the interview and will ask you to sign to confirm accuracy of the notes taken.

Although you will not be expected to prove the truth about your allegations, you will be required to demonstrate that there are sufficient grounds for your concern.

You should NOT:

- Investigate the matter yourself:
- Alert those suspected of being involved:
- Approach or accuse individuals:
- Tell anyone other than the designated persons:

Within a week of the receipt of your concern, you will receive a written acknowledgment of your concern, with a copy of your statement where appropriate.

The management/committee will investigate your concern and within two weeks you will be informed of what action is being taken and will be kept up to date on the progress of the investigation. You will also be informed of the outcome of any investigation. If you are not satisfied with the outcome of the investigation, you may elevate your concerns directly to your Early years advisor or Ofsted.

