



Chalk Hill Pre-school & Toddler Group

Policies for Chalk Hill Pre-school and Toddler Group

Listed overleaf are the policies contained within this document. Having a set of clear policies is helpful to our pre-school. Not only do they serve as a constant reminder of what we are aiming to do, but they are also a way of demonstrating, to parents and to people outside the group, the high standards we in the pre-school aim to achieve.

Each one of these policies has been discussed in depth and formally adopted at a meeting of the pre-school. They are constantly reviewed to ensure that they are the best policies for our pre-school and additions or amendments are made as necessary.

Please note that whenever the words parent or families are used these also encompass carers, guardians and any other status applicable.

These policies were reviewed in January 2018 and formally adopted by the Preschool on:

Signed: _____ **Manager** **Date:** _____

Signed: _____ **Chairperson** **Date:** _____

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Admissions/Inclusions Policy

It is our intention to make our pre-school genuinely accessible to children and families from all sections of the local community. 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.
- Make it known that regular attendance is expected, so a continuous unexplained absence of 3 weeks may result in the removal of your child's name from the register. The period of notice for withdrawal from the pre-school is also 3 weeks.
- 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 child minders, and people from all cultural, ethnic, religious and social groups, with or without disabilities.
- Monitor the gender and ethnic backgrounds of children joining the group to ensure that no accidental racial discrimination is taking place.
- Make our equality and diversity policy widely known.
- Be flexible about attendance patterns so as to accommodate the needs of individual children and families.
- A minimum attendance of 2 sessions a week is required.
- Ensure attendance is arranged, where possible, to enable continuity so that friendships may develop.
- Children who are 'Caterpillars' (age 2-3) will be able to attend Monday, Tuesday, Thursday and Friday, children in their final year before school can also attend on Wednesday.
- Children will generally be dry or wearing pull-ups. Exceptions will be made for children wearing nappies.
- Arrange our waiting list in the following priority (between the ages of 2 and 4):
 - Siblings of children who have previously attended
 - Children who have regularly attended the Wednesday Toddler group. This will be verified by the member of staff responsible for the Toddler group.
 - Date that the child was put onto the waiting list. This is the date that a completed application form is accepted by the preschool.
 - In the event that a place becomes available during the year, the place will be offered in the same order to children who are aged 2 and over.

This policy was reviewed 28-01-18

Settling in Pre-school Policy and Practice

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

In order to accomplish this, we will:

- Encourage parents/main carers to visit the pre-school on taster sessions with their children during the terms before an admission is planned.
- Have parents evening for new parents/main carers before starting to go through things in more detail, answer questions or concerns and introduce you to staff and your child's key person.
- Be receiving of forms re: your child's details, personal interests and parental/carer permission forms and the giving of welcome pack to support families.
- 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.
- Encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building to longer absences.
- Try to introduce flexible admission procedures, if appropriate, to meet the needs of individual families and children.
- Reassure parents whose children seem to be taking a long time to settle into the pre-school.

Children cannot play or learn successfully if they are anxious or unhappy. Our settling 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/main carers will return at the end of the session.

Families will be given a welcome pack on acceptance of a place offered to them that contains procedures some policies and information to help during their stay with us. This can be printed in another language if English is not the families' first language along with other formats. They will also be linked to the full main policies and information from the L.A.D.O about our duty of care in safeguarding.

This policy was reviewed 31-01-18

Curriculum

Children are encouraged but never forced to participate in a variety of activities. They can choose to do all or very little of an activity. Most of our activities are practical in nature.

Within the group, all children are supported in developing their potential at their own pace. Our Key Person system enables us to ensure a planned anti-bias curriculum tailored to the needs of each individual child. By means of developmentally appropriate play activities and a high level of individual adult input. We offer a curriculum that leads to nationally approved learning outcomes and prepares children to progress with confidence to the National Curriculum at the age of five years.

The prime areas are fundamental, work together, and move through to support development in all other areas:

Personal, Social and Emotional Development

Within a nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and also to take part in the life of the group, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property.

Communication and Language

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening and by hearing and responding to stories, songs and rhymes.

Physical Development

A range of equipment and opportunities, both indoors and outdoors, allows children to develop confidence and enjoyment in the use of their own bodily skills. A very high level of adult supervision enables children to safely create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing. At the same time, children are supported in the development of the fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision.

Children are given information around healthy foods and practices.

The Specific areas include essential skills and knowledge for children to participate successfully in society:

Literacy

Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and, when they are ready, to use drawn and written symbols for themselves

A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them and aware of their uses, both for reference and as a source of stories and pictures.

Mathematics

By means of adult-supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities that form the basis for early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size,

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volume and number. Songs, games and picture books help children become aware of number sequences and, when they are ready, to use simple mathematical operations such as adding.

Understanding the World

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe the features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and also in the wider community. A range of safe and well-maintained equipment enables children to extend their technological understanding, using simple tools and techniques, as appropriate, to achieve their intentions and to solve problems.

Expressive Arts and Design

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings and to construct their individual response to experience in two and three dimensions. Art equipment, including paint, glue, crayons and pencils as well as natural and discarded resources, provides for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. Children join in with and respond to music and stories, and there are many opportunities for imaginative role-play, both individually and as part of a group.

Anti-bias Curriculum & the fundamental British values

Our curriculum is based on an anti-racist and multicultural approach to society and learning. Our staff are aware and respectful of racial equality and work towards anti-discriminatory practise. The aim of our anti-bias curriculum is to bring prejudice of all types out into the open, giving children the opportunities to discuss and question discrimination. All children will learn to value and respect all people and have the skills to challenge discriminatory behaviour.

Each child has a key person who takes ultimate responsibility for monitoring, assessing and recording the child's development and needs whilst at pre-school. With the parent/carers written consent we record details of the child's development in a personal learning journey which is available to be viewed by the parent/carer of the child at any time.

On leaving pre-school the learning journey will be given to the parent/carer and the pre-school will forward the child's summative assessment to the child's new school where it will continue to be used until the end of the reception year. This information is shared with parents during their time at Preschool.

Making decisions together: As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development we encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help.

When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands. Staff can support the decisions that children make by providing activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Understanding rules matter as cited in Personal Social and Emotional development .As part of the focus on managing feelings and behaviour staff can ensure that children understand their own and others' behaviour and its 2 consequences, and learn to distinguish right from wrong.

Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World: Children

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should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated. We create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences of the children within our setting. Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions. Staffs promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

This policy was reviewed 31-01-18

Special Needs Policy

The number of adults present in the pre-school enables us to provide individual attention for each child. Each child is able to progress at his/her own rate in all areas of development, and this is true for children with and without impairments or learning difficulties. We are experienced in working in close liaison with professionals across the range of special needs. If you would like to discuss the group's ability to meet your own child's special needs, please talk to the pre-school manager, the settings SENCO or your child's Key Person.

Our pre-school aims to have regard to the DFES Code of Practice on the identification and assessment of special education needs, and to provide a welcome, and appropriate learning opportunities for all children. The pre-school also endeavours to make certain that all staff are aware of the Special Educational Needs and Disability Act, which came into force in September 2002. This Act made it unlawful to discriminate against current or prospective pupils and to treat a disabled child less favourably than a child who is not impaired.

- Our Special Educational Needs Co-ordinator is Deborah Kefford (SENCO).
- Children with special needs, like all other children, are admitted to the pre-school after consultation between parents, pre-school manager SENCO and Key Person.
- Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.
- We work in liaison with staff outside the group, including therapists, health visitors, psychologists, social workers, paediatricians and portage workers, to meet children's specific needs as well as a commitment to working and liaising regularly with the child's main carer.
Children whose needs cannot be met in this way and whose needs are more severe and complex the pre school staff, will, with parent/carers permission request a formal assessment from the local education authority.
- Our staff attend, whenever possible, in-service training on special needs arranged by the appropriate bodies and attend outside training also.
- Information given by parents/carers to pre-school staff about their child's special needs will be treated with sensitivity and confidentiality.
- Setting Based Support Plans will be developed with any child who has any learning difficulty or special needs. They are monitored and evaluated then reviewed for the next steps (If needed).
- We will make reasonable adjustments to ensure that an impaired child is not put at a disadvantage.
- The pre-school SENCO (Special Educational Needs Co-ordinator) and pre-school staff will endeavour to offer helpful advice and support to parents/carers/guardians regarding their child's special needs.
- The SENCO will liaise closely with schools and teachers when the child makes the transition from pre-school to mainstream or alternative schools. He or she will pass on any relevant information that will help enable the child to adjust to their new setting and also enable the new school to deal with the child in a sensitive and caring manner.
- The Pre-school has an allocated fund specifically for children with special needs to purchase relevant equipment and provide adult help etc.
- The Pre-school has disabled access to the building.

This policy was reviewed 19-03-2015 (being reviewed by SEN staff)

English as an Additional Language

The Pre-school welcomes children and parents/carers whose first language is not English. Please also see our Equality and Diversity policy and our Admissions/Inclusions policy. The pre-school will support the child with their learning of English as an additional language with the help of external support agencies where necessary.

Our main features of support will be:

Planning activities where:

- Children need to communicate and which are practical.
- Children need to collaborate.
- The process leads to repetition of a particular language e.g. retelling stories or playing turn-taking games.
- There is time for the child to talk after an activity as well as during it.
- There is continuity e.g. exploring a particular theme through a variety of activities.
- There is diversity, allowing children to explore the differences between English and their home language.

Staff will:

- Be assessing development.
- Use dual language books, signs and information to make all children aware of and comfortable with additional languages.
- Be aware of the child's possible difficulties with structure, pronunciation and intonation and give more support to ensure that they do not become permanent.
- Be systematic by enabling children to hear and use particular phrases in a range of contexts. We will be consistent, use repetition and check for understanding.
- Staff will repeat back to reassure a child they are understood and so they can hear pronunciations.
- Be supportive by giving the child time to contribute, encouraging repetition and by prompting.
- Give continuous support to the child throughout their time at Pre-school.
- Be sensitive and support the development of an additional language within a context which values and promotes diversity and fight discrimination.
- Encourage parents/carers to continue using their first language at home.
- For parents/carers who have limited or no English, the Pre-school will provide information/newsletters etc... in the parents/carers home language and liaise with the L.E.A to provide an interpreter to relay and exchange important information about their child.

The Pre-school will make use of the settings "special needs" funds where applicable.

This policy was reviewed 29-01-18

Equality and Diversity Policy

The Pre-school Learning Alliance is committed to helping pre-schools provide equality, diversity and inclusion for all children and families as a member of an alliance.

Chalk Hill Pre-School and Toddler Group works in accordance with all relevant legislation, including:

- Equality Act 2010
- Disabled Persons Act 1958, 1986
- Race Relations Amendment Act 2000
- Sex Discriminations Act 1986
- Children Act 1989
- Special Educational Needs and Disability Act 2001

We believe that the group's activities should be open to all children and families, and to all adults committed to their welfare. We aim to ensure that all those who wish to work in, or volunteer to help with our pre-school have an equal chance to do so.

Aim

Our Pre-school is committed to valuing diversity by providing equality of opportunity along with an anti-discriminatory practice for all children and families.

We respect and value linguistic, cultural and religious diversity which exists in the community.

We are committed to challenging the attitudes that promote racial discrimination, ensuring respect for all and preparing all children for life in a culturally diverse society.

Methods

We have a named person who co-ordinates and monitors our Equality and Diversity policy. It is the settings SEN Co-ordinator (Deborah Kefford, Deputy Manager).

Admissions

- The pre-school is open to every family in the community. Please see our admissions policy for further details on admissions. Families joining the pre-school are made aware of its Equality and Diversity Policy.

Employment

- The pre-school will appoint the best persons for each job and will treat fairly all applicants for jobs and all those appointed.
- Commitment to implementing the groups Equality and Diversity Policy will form part of the job description for all workers. (Please see our recruitment and employment policy).

Training

- We seek out training opportunities for staff and volunteers to enable them to develop practices that enable all children to flourish. (Please see our training policy)

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- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

Families/Carers

- The pre-school recognises that all types of families/carers successfully love and care for their children.
- The pre-school can offer a flexible payment system for families/carers with differing means.
- The pre-school welcomes parents/carers and guardians who are of the same sex.

Festivals and Cultures

- Our aim is to show respectful awareness of all the major events in the lives of the children and families in the pre-school, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.
In order to achieve this, we aim to acknowledge all the festivals, which are celebrated in our area and/or by the families involved in the pre-school.
- Without indoctrination in any specific faith, children will be made aware of the festivals, which are being celebrated by their own families or others, and will be introduced, where appropriate, to the stories behind the festivals.
- Children and families who celebrate, at home, festivals with which the rest of the pre-school is not familiar will be invited to share their festivals with the rest of the group if they themselves wish to do so.
- Children will be encouraged to welcome a range of different festivals/cultures together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met. Please see Diet, Policy and Practice.

Curriculum

- The pre-school has an anti-bias curriculum, which encompasses all inequalities. Please see our Curriculum Policy for further details.

This policy was reviewed 31-01-18

Behaviour Management Policy

We believe that children and adults flourish in a friendly, safe and happy environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- Bullying will not be tolerated or accepted at Chalk Hill in any form between members of staff or between members of staff and the children.
- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the pre-school and explained to all newcomers, both children and adults.
- Everyone at the pre-school will work towards promoting positive habits of behaviour.
- All adults will be a positive model for the children with regard to friendliness, care and courtesy.
- Adults in the pre-school will praise and endorse desirable behaviour such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour. Where appropriate, negative behaviour may be ignored.

When children behave in unacceptable ways:

Adults will not shout, or raise their voices, in a threatening way.

Techniques intended to single out and humiliate individual children such as the 'naughty chair' will not be used. Nor will the child be referred to as 'naughty'.

Physical punishment, such as smacking or shaking, will never be used nor threatened.

Children will never be sent out of the room by themselves.

Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.

Children who misbehave will be given one to one adult support so that they are made aware of what they have done wrong and to guide them towards improved behaviour.

In persistent, extreme cases where a child's misbehaviour is detrimental to the group as a whole, that child will be briefly removed from the situation to think about their behaviour.

In any case of misbehaviour, it will always be made clear to the child, or children, in question that it is the behaviour and not the child that is unwelcome.

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Recurring problems will be tackled by the whole pre-school, in partnership with the child's parents/carers, using objective observation records to establish an understanding of the cause and a play plan of strategies, outcomes and next steps where necessary drawn up.

Adults will be aware that some kind of behaviour may arise from a child's special needs or safeguarding issues.

Adults in the pre-school will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

Children who are upset because of dangerous, anti social behaviour against them will be encouraged to speak to the other person with an adult to try and resolve the situation in an amicable way.

This policy was reviewed 30-01-18

Parental Involvement Policy

Parents/carers/guardians are the first educators of their young children. The aim of the group is to support their essential work. The Preschool welcomes the contributions of parents/carers/guardians, whatever forms these may take.

We will:

- Make all new parents/carers/guardians aware of the groups systems and policies. A copy of the policies can be accessed in the Parent room or a copy can be provided on request. Some details may be found on the website and in the families welcome packs.
- Encourage parents/carers/guardians on an individual basis to play an active part in the management of the group. As a Committee run preschool parents are invited to join the committee. Further details can be obtained from the current Chairperson.
- Ensure that parents/carers/guardians are informed on a regular basis about their child's progress through:
 - Parents consultations
 - Summative assessments and next steps.
 - The Early Years Framework System (EYFS), which requires parent / carers input at different points during their child's attendance at Preschool.
- Involve parents/carers/guardians in shared record keeping about their own child, either formally or informally and ensure that parents/carers understand the purpose and content of any written records.
- Ensure that all parents/carers/guardians are fully informed about meeting, conferences, workshops and training, where appropriate.
- Consult with families about the times of meetings to avoid excluding anyone.
- Hold meetings in venues that are accessible and appropriate for all.
- Make known to all parents/carers/guardians the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents/carers/guardians to learn about the pre-school curriculum and about children's learning, in pre-school and at home, for example through open evenings and newsletters.

The Preschool is keen to involve parents / carers who can share their occupation / hobbies with the children and incorporate this within the curriculum.

This policy was reviewed 29-01-18

Safety Policy and Practice

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

Daily procedures

- The pre-school is not insured to take children prior to 9.15a.m. Responsibility for the child remains with the parent/carer until the pre-school session begins.
- Whilst in the entrance room children are the responsibilities of the parent/carer until a child enters the supervised rooms and is then entered into the register.
- Once the parent/carer has removed the child from the supervised room at the end of the session responsibility for that child reverts to that parent/carer. Parents will be asked to sign an agreement to this procedure prior to the child starting.
- Safety checks on premises, both indoors and outdoors, are made before every day/session. Equipment is checked regularly and any dangerous items repaired/discarded and play equipment is cleaned regularly. Large equipment is erected with care and 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.
- All adults are aware of the systems 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.
- A register of both adults and children is completed as people arrive and leave. Regular head counts are carried out during the sessions so that a complete record of all those present is available in an emergency.
- The main doors are secured using a safety chain, which can only be accessed by adults, internal doors locked and the outside gates to the playground are secured with a padlock.
- Internal safety gates/barriers are used as necessary.
- The adult/child ratio will be one to four for 2 year olds and one to eight for 3 and 4 year olds. The use of outdoor space is adequately supervised.
- Ratios for school trips increase to one adult for every two children for all age groups and a risk assessment made prior to the event. Staff will take a First Aid box, a mobile phone a register, necessary medication for individual children..... on every outing.
- Written parental consent for a child to go on school trips is sought prior to the child starting Pre-school. Notice of the visit will be known to families in advance.
- If a small group goes out into the garden / on an outing, there will be sufficient adults to maintain appropriate ratios for staff and children remaining in the premises.
- All children are supervised by adults at all times and will always be within sight of an adult. The layout and space ratios allow children and adults to move safely and freely between activities.
- Activities such as cooking, woodwork and energetic play receive close and constant supervision.
- Adults do not walk about with hot drinks or place hot drinks within reach of children.
- The premises are checked before locking up at the end of the day/session.

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Accidents.

- A log book is available at each session. One for the reporting of any accidents and for any safeguarding incidents. (please refer the pre-schools *safeguarding* policy)
- The Accident Book records child's name, date and time of accident, place of accident, circumstances, nature of injury, treatment/medical aid given, person who dealt with the accident and any witnesses. The signature of the parent/carer will be required at the end of the session. If a child has had a bump to the head an information slip will also be given to the parents with the date of accident and where on the head the bump is along with what signs of concussion to be aware of.
- In the event of a child needing hospital treatment the parents will be contacted, if unavailable the child's emergency carers will be contacted. Ofsted will be informed of this and a written report will be sent within 14 days of the incident occurring
- A correctly stocked first aid box is available at all times.
- Regular safety monitoring will include checking of the accident and incident records by the Manager and the Deputy Manager / Health & Safety Officer.

Ofsted Guidance

Registered providers must notify OFSTED of any serious accident, illness or injury or death of any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring.

A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence.

Providers must also notify the Local Authority Designated officer (LADO). In East Sussex we recommend you do this at the same time. Providers must act on advice from the LADO.

(Statutory Framework for the EYFS; September 2014)

Fire safety

- There is a no smoking policy throughout the building.
- Fire doors are never obstructed.
- Fires/heaters/electric 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.
- Fire drills are held at least once a term which equals 6 times a year minimum.
- Fire extinguishers are checked annually by the buildings landlord and staff know how to use them.

This policy was reviewed 28-01-18

Selecting Equipment/Toys – Policy and Practice

The toys and equipment in pre-school provide opportunities for all children, with adult help, to develop new skills and concepts in the course of their play and exploration.

The equipment we provide:

- Is appropriate for the ages and stages of the children.
- Is attractive, clean and stimulating.
- Offers challenges to developing physical, social, personal and intellectual skills.
- Features positive images of people, both male and female, from a wide range of ethnic and cultural groups, with and without special needs.
- Includes a range of raw materials, which can be used in a variety of ways and encourages an open-ended approach to creativity and problem solving.
- Will enable children, with adult support, to develop individual potential and move towards required learning outcomes.
- Conforms to all relevant safety regulations and is sound and well made.

We will as necessary, provide equipment that is suitable for those children who have special needs.

(The maintaining of equipment and toys links with the pre-schools *safety policy and practice*.)

This policy was reviewed 28-01-18

Health and Hygiene – Policy and Practice

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

No Smoking Policy

- The pre-school recognises that there are significant health dangers from passive smoking and because of this no smoking will be permitted on the premises before, during or after sessions by anyone.

Health

H.I.V.

- Parents should be aware that we would not exclude a child with H.I.V.
- Confidentiality between parent and Manager will be maintained.
- If a parent wishes to withhold information that a child is H.I.V. positive, this is acceptable.

Food

- All 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 promote and extend the children's understanding of a healthy diet and hygiene and will be a positive example.

Outdoor Play

Children will have the opportunity to play in the fresh air daily (either in the pre-schools own outside play area or on outings to parks or other community playspaces).

Illness

If a child becomes unwell whilst in the care of the pre-school, the parent/carer will be contacted immediately and asked to collect their child. It is, therefore, important that all contact details are updated regularly.

Children who feel unwell whilst in the care of pre-school will be taken to a quiet area of the room and a member of staff will remain with the child until the parent/carer arrives. A bowl, a blanket, towels and a change of clothes will be available to ensure the child remains comfortable.

- 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 the children of pre-school staff are unwell the children will not accompany their parents/carers to work in the pre-school.
- Any cuts or open sores, whether on adults or children, please ensure they are covered.

Chalk Hill Preschool & Toddler Group

Parents are asked to keep their children at home if:

- They have any 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 observations of any children who seem unwell. (Refer to list of infections and illnesses over the page.)
- **A child has been vomiting or had diarrhoea, until *at least 48 hours has elapsed* since the last episode.**

Medicines

- The pre-school will ensure they have sufficient information about a child's medical condition/long term medical needs so as to be able to support/include the individual child.
- Training for specific medicines(i.e.: Epipen administering) shall be sought from a qualified health professional for the individual child concerned.
- Over the counter medicines i.e.: Calpol, cough medicines etc. are not administered by the pre-school.
- The pre-school hours allows parents to administer over the counter medicines before sessions and therefore not requiring another dose for approximately 4 hours.

If a child is on permanent/long term prescribed medication the following procedures will be followed:

- All medication will be kept in a lockable cupboard.
- If possible the child's parents will administer the medicine.
- If this is not possible then medication in its original container must be clearly labelled with child's name, dosage and any instructions the doctor has made. Where local regulations require it, guidance will be sought from social services before anyone other than the child's parents agrees to administer medicine.
- A medication book will be available to log in the following details:
 1. Name of child receiving medication
 2. Times that the medication should be administered
 3. Written consent of parent to allow staff to issue medication.
 4. Date and time when medication is administered
 5. Signature of the person who has administered each dose and who has witnessed.
 6. Signature of parent to ensure their awareness that medication has been issued.
- 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-schools insurance company.(In the case of Pre-schools insured with Sun Alliance, this will be through the Insurance Officer at the Pre-School Learning Alliance National Centre).
- Ofsted will be informed of any child receiving these medications in our care.

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Common infections

Headlice:

- Occasionally children catch headlice by contact with an infected head. Treatment should be sought from a pharmacist or health visitor as the treatment is liable to change as headlice become resistant to it. The best treatment is prevention by regularly using a special comb at hair-washing times together with a conditioner.
- No child found with headlice will be excluded from the pre-school, through our policies the family will be expected to treat the complaint and other parents/carers will be notified as we as a group that a case has been reported, preventing the spread of infection.
- The Manager and/or child's keyperson will offer advice and give out information leaflets where it is suspected that this condition is not being treated.
- In the event of several cases of headlice being reported to the pre-school we will notify ALL parents and ask them to examine their children and treat them if necessary.

Impetigo:

- ***A highly contagious skin infection.*** Parents/Carers are asked to keep their children away from pre-school until the areas of infection have healed or can be completely covered.

Verrucae/Athletes Foot:

- Parents/carers are asked to notify the Manager if their child has a verrucae or athletes foot. Children are encouraged to keep their shoes and socks on at all times, except during planned barefoot activities, where suitable arrangements can be made so as to include that child.

Ringworm (scalp and body):

- A fungal infection that is often caught by pets. Treatment is by medicine, which may be required for a few weeks.
- Please inform the Pre-school Manager if your child develops ringworm. No exclusion will be necessary as long as the area is completely covered.

Threadworm:

- Treatment is by one sachet or tablet and should be repeated after 2 weeks as a precaution against the re-occurrence of threadworms.
- The child will not be excluded from pre-school, but parents/carers will be expected to treat the symptoms.
- In the event of several cases being brought to the Manager's attention all parents will be informed to prevent the spread of infection.

Scabies:

- Parent/carers are asked to refrain from bringing their child in to pre-school until adequate treatment has been sought and instigated.
- Scabies causes mainly itching between the fingers/toes/axillae and groin area caused by tiny mites that burrow into and under the skin.

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Conjunctivitis

- Parents/carers are asked to refrain from bringing in their child until their eyes are back to normal.
- If conjunctivitis is due to a *bacterial* infection, it is contagious until the eyes are no longer red and there is no discharge (this may be after several days without treatment or about 24 hours after starting effective treatment.) If the conjunctivitis is due to a *viral* infection, it may take several days before the eyes are clear and the person is infectious until the eyes are back to normal.

Common Illnesses

Chicken Pox:

- Parents/carers are to inform the Pre School if their child develops Chickenpox so other families can be made aware to look for signs and to inform others who may be at risk.
- Parents/carers are asked not to bring in their children who are suffering from chicken pox until **ALL** their spots have crusted over and they are completely recovered. It usually takes about 7 days from the first appearance of the spots until they crust over.

Measles:

- Parents/carers are asked not to bring in their children who are suffering from measles until their rash has cleared and they are completely recovered.
- Parents/carers are to inform the Pre School if their child develops Measles so other families can be made aware to look for signs and to inform others who may be at risk.

Mumps:

- Parents/carers are asked to refrain from bringing their children who are suffering from mumps in to pre-school until they are completely recovered. Children are infectious immediately before the symptoms appear and for about 10 days afterwards.
- Parents/carers are to inform the Pre School if their child develops Mumps so other families can be made aware to look for signs and to inform others who may be at risk.

Rubella(German Measles):

- Parents/carers are asked not to bring in their children who are suffering from German measles until they are completely recovered. This is usually a week *after* the rash has disappeared.
- Parents/carers are to inform the Pre School if their child develops Rubella so other families can be made aware to look for signs and to inform others who may be at risk as it is potentially very dangerous for the unborn child of women during the early weeks of pregnancy.

Scarlet Fever:

- Doesn't always produce 'pin-point' rash. Parents/carers should refrain from bringing their children to pre-school until they have completely recovered.
- Parents/carers are to inform the Pre School if their child develops Scarlet fever so other families can be made aware to look for signs and to inform others who may be at risk.

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Whooping Cough:

- Uncontrolled spasms of coughing often followed by vomiting that lasts for 2 weeks. The child may return when completely recovered.
- The pre-school recognises that coughing and whooping can last for up to 3 months after initial infection.
- Parents/carers are to inform the Pre School if their child develops whooping cough so other families can be made aware to look for signs and to inform others who may be at risk.

Meningitis:

- Where a child is diagnosed as having meningitis the pre-school will contact all parents/carers, staff and other members of the community who may have had contact with the infectious child so that they may seek medical advice. The manager will inform the local health authorities immediately.

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.

To prevent the Spread of infection, adults in the group will ensure that the following good practices are observed:

Personal Hygiene

- Children and adults within the group will wash their hands after using the toilet, before food handling and before snack time.
- A large box of tissues is available and children are encouraged to blow and wipe their noses when necessary. Soiled tissues are disposed of hygienically. If children need support to do this staff will use an anti-bacterial gel straight after.
- Children with pierced ears are not allowed to try on or share each other's earrings.
- Children are encouraged to shield their mouths when coughing.
- Paper towels are used for hands and spillages. These are disposed of appropriately.
- Hygiene rules related to bodily fluids are followed with particular care. All staff and volunteers are aware of how infections including H.I.V. infection can be transmitted.

Cleaning and Clearing up of bodily functions.

- Any spills of blood, vomit and excrement are wiped up and flushed away down the toilet. Disposable gloves are always used when cleaning up spills of bodily fluid. Floors and other affected surfaces are disinfected using appropriate cleaning materials diluted according to the manufacturer's instructions. Fabrics contaminated with bodily fluids are thoroughly washed in hot water.
- Spare laundered pants, and other clothing, are available in case of accidents and polythene bags are available in which to wrap soiled garments.
- Toilets are sprayed with an appropriate antibacterial cleaner after each group toileting and when ever required.
- Staff wear appropriated protective clothing when dealing with any of the above or nappy changing. Nappies are double bagged and disposed of appropriately.

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Food and Drink

The pre-school will observe current legislation regarding food hygiene, registration and training.

In particular, each adult will:

- Not be involved with the preparations of food if suffering from any infectious/contagious illness or skin trouble.
- Never cough or sneeze over food.
- Always clean tables prior to use at snack time using an appropriate antibacterial cleaner. Then clean any spillages during and after snacks.
- Always carry out effective hand washing before handling food and after using the toilet.
- When preparing snacks staff will wear disposable gloves and aprons.
- Wash fresh fruits and vegetables thoroughly before use.
- Cut foods on appropriate coloured chopping boards.
- Tea towels will be kept scrupulously clean and washed between each session.
- 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.
- Ensure waste is disposed of properly and out of reach of children. Keep a lid on the dustbin and wash hands effectively after using it.
- Healthy snacks are provided. Children who wish to bring in a cake treat for the group for birthdays are able to do so, however this will be offered after the healthy snack as a 'treat' and will only be given if no child with allergies present.
- Children are offered a choice of milk or water at snack times.
- Parents/Carers are asked to bring in a named water bottle each session for children's continued access to fresh drinking water. If parents have forgotten to do this the setting will ensure that the child is offered a drink as required.

This policy was reviewed 31-01-18

Sun Safety Policy

The children at the pre-school have the use of a playground area and whilst we want the children to enjoy being outdoors in the sunshine we realise the danger that exposure to the sun's ultra-violet rays can bring. With this in mind we have put together a basic sun safety policy, which we would expect all parents and carers to support.

- All parents/carers are given the opportunity to read this policy and are also informed/reminded of our procedures through the Welcome Pack and termly newsletters.
- Parents and Carers have the prime responsibility for their children's health and welfare and this will be supported by the pre-school staff as much as possible.
- The pre-school will plan each session to avoid being outside during the summer term when the sun is at its hottest (11am –3pm) and at any other time should we experience unusually high temperatures.
- Parents are asked to provide named sun hats for their children that can be left at school for daily access.
- Parents are asked to dress their child in closely woven, loose fitting long-sleeved T-shirts.
- Parents are asked to apply a high factor water-resistant sunscreen to their child before they arrive at pre-school. A protection factor of SPF 15 or more is recommended.
- Sun lotion should be applied thickly and evenly over all exposed areas and rubbed in well.
- Staff will make the pre-school children aware of the dangers of the sun through the curriculum.
- Children will be made aware that they can ask for a drink of water if necessary and parents are asked to provide a named water bottle.
- Staff will act as role models and will take adequate precautions to protect their own skin from sunburn.
- Any outdoor activities will be carried out in a shady area where at all possible.
- This Sun Safety policy will be regularly reviewed.

This policy was reviewed 28-01-18

Diet Policy and Practice

The sharing of refreshments can play an important part in the social life of the pre-school as well as reinforcing children's understanding of the importance of healthy eating.

The pre-school will ensure that:

- Children's medical and personal dietary requirements are respected and will be recorded for staff reference on our 'allergy' list.
- The dietary rules of religious groups and also of vegetarians/vegans are known and met in various ways.
- At lunch times, children are joined by adults to ensure the non sharing of home foods and the discussion of the food eating order and healthy options.
- Multi-cultural tasting sessions are offered to ensure that children from all backgrounds encounter familiar tastes and that all children have the opportunity also to try unfamiliar foods.
- Milk provided for children is semi-skimmed and pasteurised. Water is also offered. A fruit/vegetable/dairy product is offered with a carbohydrate at snack time and the daily snacks are displayed for families on the parents notice board.
- Parents are asked to bring in a named water bottle for their child to each session, if not supplied, children are made aware that they may ask for a drink at any time.

This policy was reviewed 28-01-18

Safeguarding Children Policy

1. Introduction

- 1.1 We intend to create in our pre-school an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. We look to the advice and guidance set out in Working together to Safeguard Children 2015. This policy outlines how this will be achieved.

2. Purpose

- 2.1 The purpose of this policy is to:
- Articulate the Pre Schools commitment to Safeguarding children.
 - Describe the procedures that need to be followed when a child is known to have suffered or is suspected of suffering significant harm thorough abuse.

3. Exclude known abusers

- 3.1 All applicants for posts within the Pre-school will be made aware that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
- 3.2 All applicants, whether previously employed, voluntary or paid, will be interviewed before an appointment is made and will be asked to provide at least one written reference. All such references will be followed up. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought. Those seeking employment from working or living overseas will have checks carried out to confirm they have a legal right to work in the UK in addition to all other required checks.
- 3.3 All applicants must show knowledge of the National Standards relevant to Sessional Day Care.
- 3.4 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.
- 3.5 All appointments will be subject to police and health checks by OfSTED before their position is confirmed.

4. Seek and supply training

- 4.1 We will be proactive in seeking out training opportunities for all adults involved in the group to ensure that they recognise the symptoms of possible significant harm, physical abuse, neglect, emotional abuse and sexual abuse.

5. Prevent abuse by means of good practise

Chalk Hill Preschool & Toddler Group

- 5.1 The registered person and the Manager will ensure that any person who has not been vetted is never left alone with children.
- 5.2 Our vetting procedure will be adhered to at all times.
- 5.3 Adults will not be left alone for long periods with individual children or with small groups. If left alone with children in instances such as taking the child to the toilet staff will take sensible precautions i.e. taking more than one child with them, leaving the door open and informing others of where they are and with whom.
- 5.4 In instances where the child's behaviour is questionable an adult will remain with the child rather than removing them from the room and explain to them, as stated in our Behaviour Management Policy, that it is the behaviour and not the child that is unwelcome.
- 5.5 Adults who have not yet been cleared by the relevant checks will not take children unaccompanied to the toilet. Adults will not be permitted to take their own children to the toilet.
- 5.6 A member of staff will always accompany visitors on the pre-school premises, including trades people, entertainers and others. All visitors must sign in and out in the visitors' book.
- 5.7 At the end of the session, or during the session, a child will not be released into the care of anyone who is not on our records as having permission to do so. If parent/carers has not informed us of on the day someone else is collecting not on the list the child will not be released until the parent/carers has been contacted and the adult collecting has ID.
- 5.8 Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches and will allow them to develop their own self-esteem to enable them to protect themselves.
- 5.9 The layout of the playroom(s) will permit constant supervision of all children.

6. Respond appropriately to suspicions of abuse

- 6.1 Changes in children's behaviour/appearance will be investigated and procedures will be followed as stated in the LSCB manual.
- 6.2 Parents will normally be the first point of reference, though suspicions will also be referred, as appropriate, to the local child protection agencies. In East-Sussex this is done through the Single Point Of Advice (SPOA)

SPOA 01323-464222 email: 0-19.SPOA@eastsussex.gov.uk

Opening hours Mon-Thurs 0830-1700 & Fri 0830-1630

- 6.3 All such suspicions and investigations will be kept confidential, shared only with those who need to know. The people most commonly involved will be the member of staff/key person, the Pre-school leader/safeguarding officer (Christine Hipgrave) and the management committee chair.

7. Procedure if staff notice signs of abuse

Chalk Hill Preschool & Toddler Group

- 7.1 Staff should document an account of any concerns and events clearly and concisely in the Incident folder and sign and date any entry.
- 7.2 The member of staff who notices signs of child abuse or has suspicions must either inform the Manager/safeguarding officer or ring SPOA directly themselves.
- 7.3 Staff will need to pass on details including child's name, date of birth, address, race, religion, language and any known special needs, parents/carers names and addresses, reasons for their concern and any other family information that may be contributing to the problem.
- 7.4 Social services will contact the parents/carers and, where necessary, the police.
- 7.5 The Pre-school Manager will contact OfSTED and inform the Chairperson of the management committee.
- 7.6 Staff should not discuss the matter with any other person.
- 7.7 In the event that the parent/carer becomes intimidating towards staff the police/social services should be contacted immediately.
- 7.8 The member of staff may be asked to attend a Child Protection Conference.

8. Keep records

- 8.1 Whenever worrying changes are observed in a child's behaviour, physical condition or appearance, a specific and confidential record will be set up, quite separate from the usual on-going records of children's progress and development. The record will include, in addition to the name, address and age of the child: timed and dated observations, describing objectively the child's behaviour/appearance, without comment or interpretation; where possible, the exact words spoken by the child; the dated name and signature of the recorder. Where possible we will seek a witness and their signature.
- 8.2 Such records will be kept in a separate file and will not be accessible to people in the Pre-school other than the Pre-school Manager and, where necessary other members of staff as appropriate i.e. Safeguarding leads.
- 8.3 We will duly record, in our Pre-school Incident book, any obvious marks (i.e. serious cuts, bruising) that are noticed when a child first comes into a pre-school session and ask the person responsible for that child to write and sign an Incident form in recognition that these marks occurred outside of pre-school before leaving them in our care.

9. Liaise with other bodies

- 9.1 The Pre-school operates in accordance with local safeguarding childcare board (LSCB) authority guidelines. Confidential records kept on children about whom the Pre-school is anxious will be shared with Social Services.

Chalk Hill Preschool & Toddler Group

- 9.2 OFSTED will be informed of any serious accidents, illness injury or death at the setting along with L.A.D.O and R.I.D.D.O.R.

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Telephone: 0300 123 1231

- 9.3 If a report on a child is to be made to the authorities, the child's parents will be informed at the same time as the report is made.
- 9.4 In addition the person or persons appointed with responsibility for the overall protection of children in their care may seek further advice and support, where sufficient concern is raised, from their local EYDCP or PLA developmental officer. In the event of members of staff (other than the appointed Safeguarding Officer) being genuinely suspicious and concerned about a possible case of abuse they may, without the agreement of the Safeguarding Officer, make contact with the appropriate agencies. This would be the extreme as we always aim to work together as a team.
- 9.5 The group will maintain on-going contact with Social Services, including names and addresses of individual social workers, to ensure that it would be easy, in an emergency, for the Pre-school and Social Services to work well together.
- 9.6 Records will also be kept of the local NSPCC contact, or other contacts as appropriate. NSPCC telephone number 0808 800 5000 / 0800 056 0566.

10. Support families

- 10.1 The Pre-school will take every step in its power to build up trusting and supportive relationships between families and staff and volunteers in the group and where it is deemed necessary will offer appropriate literature and/or access to parenting courses.
- 10.2 Where abuse is suspected, the Pre-school will continue to welcome the child and family while investigations proceed.
- 10.3 Confidential records kept on a child will be shared with the child's parents.
- 10.4 With the provision that the care and safety of the child must always be paramount, the Pre-school will do all in its power to support and work with the child's family.

11. Allegations against staff

- 11.1 Any allegation should be referred to the pre-school Manager or Chairperson as appropriate.
- 11.2 The relevant authorities will be informed as necessary.
These will include OFSTED and L.A.D.O (Local Authority Designated Officer)

Chalk Hill Preschool & Toddler Group

The Local Authority Designated Officer (Amanda Glover)

Telephone: 01323 466612

Operational Manager safeguarding Unit

St Marks House

Upperton Road

Eastbourne BN21 1EP

- 11.3 All proceedings following an accusation will remain confidential.
- 11.4 We will ensure that any effected member of staff have the full support of the Pre-school until the issue is resolved.
- 11.5 The Pre-school staff will not discuss any allegation made against a colleague by any means. Any enquiries should be directed to the chairperson.

12. Procedure if allegations are made against staff

- 12.1 The police and/or social services may conduct a single or joint agency investigation. This will include a referral to OFSTED and L.A.D.O
- 12.2 The Manager will contact Chairperson.
- 12.3 Depending on how serious the allegation is the member of staff will either have their duties modified to prevent any unsupervised care of the children or will be suspended on full pay until the investigation is completed.
- 12.4 The individual member of staff and the Manager/Chairperson will give their full co-operation with the investigation.
- 12.5 The Manager and staff should not discuss the matter other than with the relevant authorities.
- 12.6 After the investigation OFSTED will have the responsibility of deciding whether the pre-school can continue as before.

13. Procedure regarding use of ICT

- 13.1 When using ICT staff **must** be aware of the dangers of exposure to inappropriate materials. Any web site accessed should be checked carefully before use with children and parents. Similar care needs to be taken with CD/DVD material that staff may want to use. A close inspection of drop down menu should occur regularly to check for inappropriate access. Staff must also be aware of parental requests re promotional photographs. *This policy was*

Reviewed 24-01-2018

Policy for vetting staff and the supervision of volunteers, students and visitors

Chalk Hill Preschool & Toddler Group

Chalk Hill Preschool and Toddler Group is a registered provider with Ofsted and are required to follow the framework set out by them for the vetting of staff and supervision of volunteers, students and visitors.

We carry out checks on all committee members, including any change of committee members. We also check the manager and practitioners of the childcare. We use the information from these checks to decide whether the committee is qualified to provide child care and the manager and staff are suitable to manage the setting, work or be in regular contact with children. For all these people, we carry out a DBS check (disclosing & barring service) which replaces what was previously known as a CRB

We therefore have the following processes and procedures in place:

- All staff, volunteers and students will be required to complete the Disclosure and Barring Service (**DBS**) form which helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA). Until the Chairperson has received the 'All Clear' in writing that person will not be left unattended with the children. A note of the disclosure number and date will be kept in the relevant file.
- All Committee members and Trustees are also required to complete a DBS form for Ofsted purposes. The notification from Ofsted with regards to the person's suitability will be kept in the relevant file.
- The Chairperson, as registered person for the setting, may be required by Ofsted to be interviewed by an Ofsted Inspector.
- The registered person, with the daily aid of the Manager and Deputy, will ensure that any person who has not been vetted is never left alone with the children.
- No single member of staff or volunteer will ever be left alone with a group of children.
- Only vetted staff will be allowed to take children to the toilet as per the Safeguarding Policy
- Visitors to the pre-school, including tradesmen, will be required to produce I.D and enter their details in the visitor's book and sign out when leaving. A member of staff or volunteer will accompany visitors at all times. They will be responsible for checking that the visitor signs out. The Manager will check the book periodically as part of the checks s/he undertakes.

Please refer to our Safeguarding Children Policy for further details.

This policy was reviewed 24-01-2018

Late Collection of Children

Persistent lateness in collecting a child from pre-school amounts to abandonment and could be reported to Social Services. Pre-schools have a duty under the Children Act 1989 and the Human Rights Act to protect children and act in their best interest.

The following procedures will be adhered to by the pre-school:

Chalk Hill Preschool & Toddler Group

Persistent lateness in collection of a child

1. A verbal warning will be given to the parent/carers who are not on time
2. If the lateness persists we will give you a written warning
3. If this written warning is ignored, we will be obliged to contact S.P.O.A. within Children's Social Care

Failure to collect a child

1. If a parent/carer fails to collect a child, the Manager will firstly telephone the parent or carer.
2. If she cannot contact them she will telephone the emergency contact numbers, which is given on the child's registration form.
3. Staff (a minimum of 2) will then wait 30 minutes on the premises after the session. If a child has not been collected by then we will be obliged to contact S.P.O.A. within Children's Social Care
4. If an adult collecting a child is deemed in an unfit state to be in charge of that child the Preschool may see fit to hold onto that child until someone else is available, they will also be reported to S.P.O.A. within Children's Social Care

Parents are made aware of these procedures through the notice board, newsletter **or** Welcome Pack.

N.B. Parents can contact the pre-school via the telephone in the event of an emergency or should they be delayed and unable to collect their child on time. (01323 504659)

This policy was reviewed 24-01-2018

Policy and Procedure for when a child leaves the group unaccompanied

This procedure should never be put in to practice if the Pre-school's Safety policy is adhered to. However, sometimes accidents do happen and it is vital that we have a procedure to enable the child to be located quickly and without alarming the other children and parents.

Accounting for all the children

Chalk Hill Preschool & Toddler Group

- The register must be completed every day in case of an emergency. All staff should know how to fill in the register.
- Key Persons should be aware of the children who fall under their supervision at all times.
- Regular head counts should take place throughout the session.
- Always work to the pre-school's safety policy.

The above points should make it easier for all staff to realise quickly if one of the children is missing.

Search Systematically

1. Gather remaining children in one room for a story. Leave enough staff/rota parents/carers with the group to cover ratios, whilst the rest begin the search.
2. Without alarming the children, ask them whether they have seen the child who is missing.
3. Check that all adults are present and that they are aware of the problem. Find out who last saw the child and where.
4. Check every room in the building and accessible outside areas.
5. Ask other organisations using the hall at the same time to help.

Parents

1. Alarming the parents as little as possible, call them to warn them that the child may be trying to get home. Use their emergency telephone number if necessary.
2. If the child lives fairly close by, one adult should make the journey on foot to intercept the child if possible.

Remember, as soon as parents have been informed they will need advice and support.

Authorities

1. If a child is not found, the police must be called.
2. Notify Social Services and tell them that the police have been called.
3. Notify the Chairperson as soon as possible.
4. Notify OFSTED and LADO
5. Contact Insurance Company – this will be done by the Chairperson.

Incident Book

- As soon as there is time an adult should start to build up a record of the event, even if the child is found a few minutes later. Include any last minute sightings and any unusual behaviour on the part of the child prior to his/her disappearance.

Informing other parents

- Prevent the spread of gossip. Give them a brief, accurate account by calling a meeting of parents when they arrive to collect children, or send home a note with each child.

When the child is found

- Remember that the child might have been afraid or distressed and may now need comforting.
- Remember that the child may be completely unaware of having done anything wrong.
- Remember it is a good opportunity to talk to all the children to ensure they understand that they must not leave the premises and why.

Other Information

- Whilst talking to parents or other people about the incident think very carefully about your choice of words. Do not imply that you accept liability. This will affect the insurance cover. Do not say "No comment" as this makes you seem indifferent to the incident. Do say:
 - How sorry you are that the incident has happened.
 - That a full investigation is underway.
 - That Social Services and Ofsted have been informed and will also be investigating the Incident.

If you are contacted by the media ask them to speak to the Chairperson.

The Pre-school Learning Alliance can also be contacted and they will give full support.

Chalk Hill Preschool & Toddler Group

Remember to always follow our policies and, hopefully, we will not have to put this procedure into practice.

Important telephone numbers and contacts

- Social Services Department (01323) 466564
First Floor, St Marks House
14 Upperton Road
Eastbourne
East Sussex
BN21 1EP
- Pre-school Learning Alliance 020 7833 0991
69 Kings Cross Road
London
- Area Child Protection Committee (01273) 481277
County Hall
St. Anne's Crescent
Lewes
East Sussex

Our designated Lead Safeguarding Officer is Christine Hipgrave

The settings second Safeguarding officer is Emma Poole

This policy was reviewed 24-01-2018

Technology Policy

Acceptable internet use policy

Use of the internet by employees of Chalk Hill Preschool is permitted and encouraged where such use supports the goals and objectives of the business.

Chalk Hill Preschool & Toddler Group

However, Chalk Hill Preschool has a policy for the use of the internet whereby employees must ensure that they:

- comply with current legislation
- use the internet in an acceptable way
- do not create unnecessary business risk to the company by their misuse of the internet

Staff will not use social media to discuss or comment on any events, views or aspects their job.

Unacceptable behaviour

In particular the following is deemed unacceptable use or behaviour by employees:

- visiting internet sites that contain obscene, hateful, racist, pornographic or otherwise illegal material
- using the computer to perpetrate any form of fraud, or software, film or music piracy
- using the internet to send offensive or harassing material to other users
- downloading commercial software or any copyrighted materials belonging to third parties, unless this download is covered or permitted under a commercial agreement or other such licence
- hacking into unauthorised areas
- publishing defamatory and/or knowingly false material about Chalk Hill Preschool, your colleagues and/or our customers on social networking sites, 'blogs' (online journals), 'wikis' and any online publishing format
- undertaking deliberate activities that waste staff effort or networked resources
- introducing any form of malicious software into the corporate network
- using social media to discuss or comment on any views or aspects of the preschool

Monitoring

Chalk Hill Preschool accepts that the use of the internet is a valuable business tool. However, misuse of this facility can have a negative impact upon employee productivity and the reputation of the business.

In addition, all of the company's internet-related resources are provided for business purposes. Therefore, the company maintains the right to monitor the volume of internet and network traffic, together with the internet sites visited. The specific content of any transactions will not be monitored unless there is a suspicion of improper use.

Mobile Phone Policy

Staff keep their mobile phones in the kitchen, along with other personal belongings. Emergency contact can be made with the staff via the Preschool landline.

Cameras and I-pads

Chalk Hill Preschool & Toddler Group

Pre-school cameras and I-Pads are used for the setting only. Cameras are used to record evidence of development of the children and achievements. These photos are used in learning journeys or on our web site with parental permission.

The I-Pad is used as a visual daily diary for parents to see what their children have been doing during the session. These are deleted at the end of each session ready to use for the following day.

The I-Pads used by the children are child appropriate programmes and are monitored by staff.

Sanctions

Where it is believed that an employee has failed to comply with this policy, they will face the company's disciplinary procedure. If the employee is found to have breached the policy, they will face a disciplinary penalty ranging from a first stage warning to dismissal. The actual penalty applied will depend on factors such as the seriousness of the breach and the employee's disciplinary record.

This policy was reviewed 24-01-2018

Management and Administration

Decision Making

An elected committee as defined in our constitution runs the pre-school. The committee are responsible for reviewing both policy and practice, and for the employment and appraisal of staff. At our Annual General Meeting the committee for the following year is elected. All parents will be informed in good time so they are able to attend.

Fees

Chalk Hill Preschool & Toddler Group

Our current fees are displayed in the hall on the notice board. Any queries with regards to fees / billing should be addressed to the Treasurer (treasurerchalkhill@hotmail.co.uk) , who's details can be obtained from the committee notice board.

Fees are required in advance at the start of each term. Fees continue to be payable if a child is absent without notice. In cases of prolonged absence, parents should consult the management committee about fee payment. We take 2 year funding for up to 15 hours a week. To see if you are eligible please fill in the form at www.eastsussex.gov.uk/childcare Fees are payable until the next funded term after the child's 3rd birthday when government funding begins. Details of the East Sussex County Council funding periods can be found at: <http://www.eastsussex.gov.uk/childrenandfamilies/childcare/parentsandcarers/nurseries/default.htm>

Each child's attendance at the group is conditional upon continued payment of any necessary fees and/or Government funding. If fees are not paid by the due date you will be contacted by the preschool to ascertain when payment will be made by and a late payment fee charged. Should payment not be made by the agreed timescale then your child's place may be withdrawn. In the case of children who are funded by ESCC (either 2 year or 3-4 year funding), if any overdue fees for additional hours are not paid, the Preschool may reduce the child's hours to 15 per week. The decision will be made by the Chairperson / Treasurer and the parents will be advised.

ESCC funds each child the term after their 3rd birthday, to a maximum of 15 hours per week. These hours can be used for the first 15 hours of the week accessed to cover sessions and lunch clubs. We also have a membership fee of £25 payable on commencement of your child's place and school year they attend after that. This is used to help cover the cost of the Pre-school Administration. As a registered charity we claim 'Giftaid' for this fee and ask all parents to complete a declaration. This is another helpful source of income which helps us to keep our fees low.

All of our fees are directly linked to our fixed costs and may rise if our fixed costs increase. Should it be necessary to increase fees, notice will be given a half term prior to the increase taking effect. Please remember that we are a non-profit making organisation and fees will only be increased in order to cover costs.

No refund or waiver of fees will be given in the event of a term or month being shortened, or the child is absent or sent home early, or if the setting is closed due to an event out of its control, such as the weather or a pandemic.

Leaving the Preschool

If you chose to remove your child from the preschool then 3 weeks written and paid term time notice needs to be given to the Preschool.

This policy was reviewed 25-01-2018

Recruitment and Employment Policy

Throughout our recruitment and employment procedure, we will ensure that our Equality and Diversity policy is adhered to.

- We will have a fair recruitment, selection and monitoring procedure to find the best person for the job regardless of gender or race.
- We will endeavour to find ways of encouraging people to apply for jobs who reflect the diversity of the local and wider community

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We will also ensure that our Staffing and Employment Policy and Confidentiality Policy are adhered to at all times.

Advertising

- Vacancies should be advertised in places where all local communities can see them.
- Adverts should include :
 - The name of our group
 - Brief outline of position vacant, including any special skills.
 - Hours and rates of pay where possible
 - What level of training is required
 - How to apply for the job description and person specification
 - Contact person, address, and telephone number
 - Closing date for applicants where applicable

Job Application Form

A copy is kept in the Employment File. This also has a copy of an Equal Opportunities monitoring sheet attached. This should be detached whilst the interview takes place.

A Suitable Person (Ofsted Standard 1)

The points below must be given priority in finding a suitable person for the job.

The candidate must have:

- An understanding of the National Standards and have the ability to meet them.
- The ability to provide warm and consistent care.
- Relevant training qualifications and experience.
- Good mental and physical fitness to care for children.
- No convictions that might put the safety and welfare of a child at risk.
- All newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting

All posts offered at the pre-school are exempt from the Rehabilitation of Offenders Act 1974

Interviewing panel

This will be made up of two members of the committee and the Pre-school Manager.

Shortlisting

- Each panel member should shortlist, independently, against the criteria laid out in the person specification.
- Short-listed applicants will be informed by phone and in writing and given a time, a date and a place for interview.
- Unsuccessful applicants should also be informed and thanked. These application forms should be retained for 6 months in case of complaint.

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Interviewing

- Agree a series of questions to be asked of each candidate, based on the person specification.
- Explain pattern of interview to each candidate at the beginning and follow for each interview.
- Agree a scoring system for each candidate.
- Ensure that the candidates are put at ease so as to allow them to perform at their best.

After the Interview

- Use the scoring system to decide who should be offered the job
- Successful candidate should be contacted immediately and offered the post on the understanding that they attend two sessions at the pre-school prior to the start date to be observed by the Manager.
- Offer to the next alternative candidate if turned down by the first person only if you are happy that they fill the criteria needed.
- Inform all unsuccessful candidates in writing. Retain unsuccessful applicant's documents together with reasons for non-employment for 6 months.

Offer of Employment

The offer should be put in writing and include:

- The starting date and rate of pay
- The fact that the offer is subject to references being taken up.
- The fact that the offer is subject to the approval of Ofsted and that the relevant forms must be completed.
- A request for written authority to contact the person's G.P. for a reference where necessary.
- The fact that the offer is subject to a probation period of 3 months. If performance is not acceptable then the Preschool will terminate the employment with 1 weeks' notice.
- Any other terms and conditions applicable.
- The statement "I accept this offer on the terms and conditions outlined" with space for this acceptance to be signed and dated.

This policy was reviewed 31-01-2018

Staffing and Employment Policy

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/carers to each 4 children for 2-year-olds and at least one member of staff/carers to each 8 children for 3-4 year olds.

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- Our Key Person system ensures each child and family/carer has one particular staff member who takes a special interest in them with the understanding that we all share in the care and development of their child.
- Regular staff and planning meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties. Staff meetings will always include H&S, SEN & Safeguarding.
- We work towards an equality and diversity employment policy seeking to offer job opportunities to both women and men, with or without disabilities, from all religious, social, ethnic and cultural groups.
- Our staff hold many relevant qualifications – please see Adult Resources section of this policy document for further details. Our staff are required to undertake safeguarding refreshers yearly and in addition the settings safeguarding leads will attend further relevant training. Staff will update their first aid training every 3 years.
- Regular in-service training is available to all staff, both paid and volunteer members, through the Pre-school Learning Alliance. Training can also be sourced through the early years learning portal for staff to attend external training or on line training.
- 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.
- In the absence of the Manager the Assistant Manager is to take charge of the setting.
- A register of 'bank' staff are available to draw upon for staff absence.

This policy was reviewed 24-01-2018

Training

This policy is written to show the importance that the pre-school gives to training staff and giving staff the opportunity to further their qualifications.

The manager is responsible for all relevant and up-to-date training information to be shared with staff and requests for specific training will be sourced where possible to do so.

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The termly supervisory meetings, yearly appraisals and staff meetings will be used to determine any future training needs or any specific requests from staff and a programme established.

The Manager and/or Chairperson can be approached at any time by staff to discuss the possibility of attending relevant courses.

As part of the job role, staff will be required to attend specific training such as safeguarding children, first aid....

Staff will use their staff meetings to cascade knowledge and any information gained from the courses attended.

The Pre-school will be closed for 3 In-service days per year to allow for In-house training courses. All members of staff are required to attend.

The management team will endeavour to help source particular courses and try to source funding if possible.

Depending on the financial status of the Pre-school, basic relevant courses will be funded by Chalk Hill.

Payment for time spent attending basic courses is dependent on the yearly financial status of the pre-school.

Some financial help towards NVQ's and equivalent may be possible. This should be discussed with the Chairperson.

The Manager is responsible for keeping the training file updated and a copy of specific certificates of qualification will be kept in the file.

This policy was reviewed 24-01-2018

Disciplinary and Grievance procedure for pre-school employees

MINOR DISAGREEMENTS

Chalk Hill Preschool & Toddler Group

Minor disagreements among pre-school staff, or between staff and committee, can usually be resolved at the regular staff management meeting or informally by discussion.

DISCIPLINARY PROCEDURE

A more serious situation arises when a dispute cannot be resolved, or when the committee is dissatisfied with the conduct or activities of an employee.

Any disciplinary matter will normally be dealt with using the following procedure. At every stage the employee should be given reasonable notice (5 days) that a disciplinary hearing is due to take place to give him/her the opportunity to prepare his/her case, and s/he should be offered the opportunity to be accompanied by a colleague or union representative if s/he so wishes. The disciplinary panel in a committee-run group should consist of the pre-school chair and two nominated committee colleagues, who should ensure that confidentiality is maintained within the panel.

1. First Stage

- i) The employee will be interviewed by the disciplinary panel who will explain the complaint
- ii) The employee will be given full opportunity to state his/her case.
- iii) After careful consideration by the management committee/owner, and if the warning is considered to be appropriate, the employee needs to be told:
 - (a) What action should be taken to correct the conduct.
 - (b) That s/he will be given reasonable time to rectify matters.
 - (c) What training needs have been identified, with timescales for implementation.
 - (d) What mitigating circumstances have been taken into account in reaching the decision.
 - (e) That if s/he fails to improve then further action will be taken
 - (f) That a record of the warning will be kept
 - (g) That s/he may appeal against the decision within a limited time period (5 days).

2. Formal Warning

If the employee fails to correct his/her conduct and further action is necessary, or if the original offence is considered too serious to warrant a first stage warning:

- i) The employee will be interviewed and given the opportunity to state his/her case.

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(Reasonable time must be allowed for the employee to prepare his/her case.)

- ii) If a further formal warning is considered to be appropriate, this will be explained to the employee and a letter confirming this decision will be sent to the employee.

iii) This letter will:

- (a) Contain a clear reprimand and the reasons for it
- (b) Explain what corrective action is required and what reasonable time is given for improvement
- (c) State what training needs have been identified, with timescales for implementation.
- (d) Make clear what mitigating circumstances have been taken into account in reaching the decision
- (e) Warn that failure to improve will result in further disciplinary action which could result in a final written warning and, if unheeded, ultimately to dismissal with appropriate notice
- (f) Explain that s/he has the right to appeal against the decision.

3. Final written warning

If the employee fails to correct his/her conduct and further action is necessary, or if the original offence is considered too serious to warrant any initial warnings:

- i) The employee will be interviewed and given the opportunity to state his/her case. (Reasonable time must be allowed for the employee to prepare his/her case.)
- ii) If a final warning is considered to be appropriate, this will be explained to the employee and a letter confirming this decision will be sent to the employee.
- iii) The letter will:
 - (a) Contain a clear reprimand and the reasons for it
 - (b) Explain what corrective action is required and what reasonable time is given for improvement.
 - (c) State what training needs have been identified, with timescales for implementation.
 - (d) Make clear what mitigating circumstances have been taken into account in reaching the decision.
 - (e) Warn that failure to improve will result in further disciplinary action that could result in dismissal
 - (f) Explain that s/he has the right to appeal against the decision.

4. Dismissal

If the employee still fails to correct his/her conduct then:

- i) The employee will be interviewed as before

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- ii) If the decision is to dismiss, the employee will be given notice of dismissal, stating the reasons for dismissal and giving details of the right to appeal.

If progress is satisfactory within the time given to rectify matters, the record of warnings in the individual's file will be destroyed.

5.Suspension

If the circumstances appear to warrant instant dismissal, an employee may be suspended with pay while investigations are being made. These should consist of obtaining written statements from all witnesses to the disciplinary incident and from the employee who is being disciplined. Obviously these investigations should be carried out within as short a time as possible.

Instant dismissal is possible only in extreme circumstances of gross misconduct and OFSTED and LADO will be informed. Examples of such misconduct would be:

- a) Theft or fraud
- b) Ill-treatment of children
- c) Assault
- d) Malicious damage
- e) Gross carelessness which threatens the health and safety of others
- f) Being unfit through use of drugs or alcohol
- g) Inappropriate Language
- h) Bullying & Harassment
- i) Inappropriate use of Internet and Mobile 'phones

Otherwise an employee should not be dismissed without the appropriate warnings.

Appeals

At each stage of the disciplinary procedure the employee must be told s/he has the right to appeal against any disciplinary action, and that the appeal must be made in writing to the Pre-School owner or chair within five days of a disciplinary interview. The appeal should be heard, if possible, within 10 days of receipt of the appeal. In a community group, two or three committee members, -- not, if possible, those involved in the initial disciplinary procedures -- will serve as an appeals committee. The employee may take a colleague or trade union official to speak for him/her.

- The employee will explain why s/he is dissatisfied and may be asked questions
- The leader or chair will be asked to put their point of view and may be asked questions.
- Witnesses may be heard and may be questioned by the appeals committee and by the employee and the leader or chair.
- The committee will consider the matter and make known its decision.

A written record of the meeting will be kept.

Grievance procedure

If an employee is dissatisfied s/he must have the opportunity for prompt discussion with his/her immediate superior. For the Manager of a Pre-School this would normally be the

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committee chair. For other Pre-School staff it would be the pre-school Manager. If it is the pre school Manager that the member of staff is dissatisfied with then they should refer to the committee chair.

If the grievance persists, a management panel should be set up for the purpose of further discussion at which the employee may, if s/he wishes, be accompanied by a colleague.

There must be a right of appeal, to the Pre-School committee. At this level also, the employee's colleague or trade union official may be present.

The aim of the above procedure is to settle the grievance fairly and as near as possible to the point of origin. It is intended to be simple and rapid in operation.

This policy was reviewed 25-01-18

Adult Resources

We are proud of the high ratio of adults to children in our group. This ensures individual attention to the needs and development of each child.

Staff

Chalk Hill Preschool & Toddler Group

The regular staff in the group are:

Christine Hipgrave – Manager and Lead Child Protection Officer

NVQ3 and first aider.

Deborah Kefford– Deputy Manager, S.E.N.C.O and Key person Butterfly room

NVQ3 and first aider.

**Nicola Osborne – Caterpillar room leader /Key person / Toddler Group
Co-ordinator**

NVQ3 and first aider.

Emma Watson- Key person Caterpillar room

Diploma in Nursery Nursing and first aider

Amy Biggs - Key person Butterfly room

Diploma in childcare and education and first aider

Emma Poole- Butterfly room leader/Key person/Second Child Protection

NVQ3 qualification and first aider

Please note that this is not a comprehensive list of staff qualifications. Full details can be found in the Pre-school training file.

Key Persons

Our Key Person system gives each member of staff particular responsibility for just a few children. Each child in the group has one special adult to relate to who is identified prior to admission, which can make settling into the group very much easier. See our 'Settling in Pre-school policy'. In addition, the Key Person is in a position to tailor the group's planned learning to the unique needs of each individual child. The Key Person works with parents through shared record keeping to ensure that all the children are supported in reaching their full potential.

Record Keeping

Because so many adults help in the group, we are able to implement an excellent record keeping system, through consultation agreement with the parents, which observations of the children in the group are used as a basis for drawing up an Individual Play Plan for each child if necessary.

Training

Our membership of the Pre-School Learning Alliance and the early years learning portal ensures that we are constantly in touch with new thinking in the field of education and care. We receive a monthly magazine offering practical advice and up-to-date information. And have access to a range of professionally produced publications.

Parents may ask to see any of these. In addition, on-going training is available through Pre-School Learning Alliance and Early Years Childcare Development Partnership courses, which welcome both

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staff and parents. Informal training is available through local meetings and conferences, and parents will always be informed about these. Please also refer to our Training policy.

The Role of Parents

The Pre-School Learning Alliance recognises parents as the first and most important educators of their young children. Our Pre-school aims to support parents. Parents are welcomed:

- to work in the group with the children
- to assist with fundraising
- to take part in the management of the pre-school by becoming a committee member/officer
- to represent the Pre-school at branch and county-activities of the Pre-school Learning Alliance
- to attend open meetings of the Pre-school Learning Alliance
- to attend training courses, workshops and conferences organised by the Pre-school Learning Alliance and other providers.

This policy was reviewed 30-01-18

STUDENT PLACEMENT

STATEMENT OF INTENT

Chalk Hill recognises that qualifications and training make an important contribution to the quality of the care and education provided by Pre-school settings. As a part of our

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commitment to quality, we offer placements to students undertaking early years qualifications and training, including those studying for the CACHE level 2 Certificate in Pre-school Practice and CACHE level 3 Diploma in Pre-school Practice.

AIM

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

METHODS

We require all students to meet the 'suitable person' requirements of Ofsted and require schools placing students under the age of 17 years with the Pre-school to vouch for their good character.

We ensure that the students placed with us are engaged in bona fide early year' training which provides the necessary background understanding of the children's development and activities.

We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study and we communicate a positive message to students about the value of qualifications and training.

We supervise all students at all times and do not allow them to have unsupervised access to children.

We make the needs of the children paramount by not admitting students in numbers, which hinder the essential work of the Pre-school.

We provide students, at the first session or prior of the placement, with a short induction on how our Pre-school is managed, how our sessions are organised and our policies and procedures.

We require students to keep to our confidentiality policy

Students who are placed in our Pre-school on a short term basis are not counted in our staffing ratios. Students who are placed for longer periods-for example, a year, may be counted in staffing ratios provided we consider them to be competent

We take out employers' liability insurance and public liability insurance which covers both trainee and voluntary helpers.

This policy was reviewed 31-01-18

Complaints Procedure

As a member of the Pre-school Learning Alliance we aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play. We believe children and parents/carers/guardians are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We work in partnership with parents/carers/guardians and the community generally and we welcome suggestions on how to improve our group at any time.

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Making Concerns Known

- A parent/carer/guardian who has a genuine concern about any aspect of the groups provision should in the first instance talk over any worries and anxieties with the Pre-school manager.
- If this does not have a satisfactory outcome within one week, or if the problem recurs, the parent/carer/guardian should put the concerns or complaint in writing and request a meeting with the pre-school manager and the chair of the management committee. Both parents/carer/guardian and the manager are entitled to have a friend or partner present if required and an agreed written record of the discussion should be made on the complaints form in the welcome pack or available upon request.

Most complaints should be resolved informally or at this initial stage

- If the matter is still not sorted out to the parent's/carer's/guardian's satisfaction, the parent/carer/guardian should again contact the chair.
- If parent/carer/guardian and group cannot reach agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation. Staff or volunteers within the Pre-school Learning Alliance will be available to act as mediator if both parties wish it.
- The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved. The mediator will keep all discussion confidential. They will meet the group if requested and will keep an agreed written record of any meetings that are held and of any advice they have given.

Where parents feel that their child has been discriminated against they will have redress through the new SEN and Disability Tribunals and through an Admissions Appeal Panel or an Exclusions Appeals Panel. (Special Educational Needs and Disability Act 2001)

The role of the registering authority

In some circumstances, it will be necessary to bring in the registering authority, Ofsted, who have a duty to ensure laid down requirements are adhered to and with whom the Pre-school Learning Alliance works in partnership to encourage high standards. The registering authority, and Social Services if necessary, would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration requirements. In these cases both parent and Pre-school would be informed and Ofsted will ensure a proper investigation of the complaint followed by appropriate action. The regional branch of Ofsted can be contacted by telephone on 0300 123 1231.

We believe that most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of the pre-school and parents that complaints should be taken seriously and dealt with fairly and in a way that respects confidentiality.

This policy was reviewed 31-01-18

General Data Protection Regulation Policy

Statement

GDPR stands for General Data Protection Regulation and replaces the previous Data Protection Directives that were in place. It was approved by the EU Parliament in 2016 and comes into effect on 25th May 2018. GDPR states that personal data should be 'processed fairly & lawfully'

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and 'collected for specified, explicit and legitimate purposes' and that individuals data is not processed without their knowledge and are only processed with their 'explicit' consent. GDPR covers personal data relating to individuals. Chalk Hill Pre-school is committed to protecting the rights and freedoms of individuals with respect to the processing of childrens, parents, visitors and staffs personal data. The Data Protection Act gives individuals the right to know what information is held about them. It provides a framework to ensure that personal information is handled properly.

Chalk Hill Pre-school is registered with the ICO (Information Commissioners Office) under registration reference: Z9024438 and has been registered since 3rd of May 2005. Certificates are on display on the information board in the hall.

GDPR includes 7 rights for individuals:

1) The right to be informed

Chalk Hill Pre-school is a charity pre-school registered Registration No: 1033149

Our address is St Marys Church Hall, Church Street, Willingdon, East-Sussex BN20 9HT

Our OFSTED Registration No: 511229

Chalk Hill Pre-school is a registered Childcare provider with Ofsted and as so, is required to collect and manage certain data. We need to know parents' names, addresses, telephone numbers, email addresses, date of birth and National Insurance numbers. We need to know childrens' full names, addresses, date of birth and Birth Certificate number or passport details. For parents claiming the free nursery entitlement we are requested to provide this data to the East Sussex County Council; this information is sent to the Local Authority via a secure electronic file transfer system.

We are required to collect certain details of visitors to our pre-schools. We need to know visits names, contact details and where appropriate company name. This is in respect to Health and Safety and Safeguarding Policies. Chalk Hill Pre-school is required to hold data on its employees; names, addresses, email addresses, telephone numbers, date of birth, National Insurance numbers, photographic ID such as passport and driver's license, bank details. This information is also required for Disclosure and Barring Service checks (DBS) and proof of eligibility to work in the UK. This information is sent via a secure file transfer system to UKCRBs for the processing of DBS checks.

The Chalk Hill Pre-school website has an enquiry form for families to fill in their details if they have an enquiry and wish to be contacted. These details are forwarded to the Manager only and will only be kept only if that persons' child starts at Chalk Hill Pre-school.

Email details are kept only by: The Manager for communication, The Treasurer regarding finances and The Chairperson regarding committee and fundraising.

2) The right of access

Chalk Hill Pre-school of telephone number (01323) 504659 can be contacted should an individual want to make a request relating to their data and Chalk Hill Pre-school will need to provide a response (within 1 month). Chalk Hill Pre-school can refuse a request, if we have a lawful obligation to retain data i.e. from Ofsted in relation to the EYFS, but we will inform the individual

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of the reasons for the rejection. The individual will have the right to complain to the ICO if they are not happy with the decision.

3) The right to erasure

You have the right to request the deletion of your data where there is no compelling reason for its continued use. However Chalk Hill Pre-school has a legal duty to keep childrens and parents details for a reasonable time.

Chalk Hill Pre-school retain these records for 3 years after leaving pre-school, children's accident and injury records for 19 years (or until the child reaches 21 years), and 22 years (or until the child reaches 24 years) for Child Protection records. Staff records must be kept for 6 years after the member of leaves employment, before they can be erased. This data is archived securely and shredded after the legal retention period.

4) The right to restrict processing

Parents, visitors and staff can object to Chalk Hill Pre-school processing their data. This means however, that records can be stored but must not be used in any way, for example reports or for communications.

5) The right to data portability

Chalk Hill Pre-school requires data to be transferred from one IT system to another; such as from Chalk Hill Pre-school to the Local Authority, to shared settings, NHS professionals and to Tapestry' Online Learning Journal (should the setting start using tapestry). These recipients use secure file transfer systems and have their own policies and procedures in place in relation to GDPR.

6) The right to object

Parents, visitors and staff can object to their data being used for certain activities like marketing or research. However, we at Chalk Hill Pre-school do not pass on this data information to third parties.

7) The right not to be subject to automated decision-making including profiling.

Automated decisions and profiling are used for marketing based organisations. Chalk Hill Pre-school does not use personal data for such purposes.

Storage and use of personal information

All paper copies of children's and staff records are kept in a locked fireproof office cabinet in Chalk Hill Pre-school. Members of staff can have access to these files but information taken from the files about individual children is confidential and apart from archiving, these records remain on site at all times. These records are shredded after the retention period.

Information about individual children is used in certain documents, such as, a weekly register, medication forms, the health visitor progress checks, transition to schools documentation, referrals to external agencies and disclosure forms. These documents include data such as

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children's names, date of birth and sometimes address. These records are shredded after the relevant retention period.

Chalk Hill Pre-school collects personal data every year including; updating contact forms, names and addresses of those on the waiting list and admission forms. These records are shredded if the child does not attend or added to the child's file and stored appropriately.

Information regarding families' involvement with other agencies is stored both electronically on an external hard drive and in paper format; this information is kept in a locked fireproof office cabinet in Chalk Hill Pre-school. These records are shredded after the relevant retention period.

Upon a child leaving Chalk Hill Pre-school and moving on to school or moving settings, data held on the child may be shared with the receiving school. Such information will be sent by hand and signed for by the other setting or via royal mail recorded delivery if outside of our area for hand delivery.

Chalk Hill Pre-school stores personal data held visually in photographs, unless written consent has been obtained via the admission form. No names are stored with images in photo albums, displays, on the website or on Chalk Hill Pre-school social media sites.

GDPR means that Chalk Hill Pre-school must; Manage and process personal data properly. Protect the individual's rights to privacy. Provide an individual with access to all personal information held on them

This Policy was adapted on 23-05-2018

Confidentiality Policy

The pre-schools work with children and families will sometimes bring us into contact with confidential information.

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To ensure that all those using and working in the pre-school can do so with confidence, we will respect confidentiality in the following ways:

- Parents will have ready access to the files and records of their own children but will not have access to information about any other child.
- Staff will not discuss individual children other than for purposes of curriculum planning/group management, with people other than the parents/carers of that child.
- There sometimes is a need for work to be completed off the premises and staff have to sign data in transit as part of their contracts.
- Information given by parents/carers to the pre-school leader or Key Person will not be passed on to other adults without permission.
- Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions.
- Any anxieties evident relating to a child's personal safety will be kept in a confidential Incident book. It will be kept in a locked file. The child's Key Person, pre-school leader, the Chairperson and, where necessary, other members of staff will work together as a team where concern is raised and will all have regard for confidentiality.
- Other professionals such as Ofsted and the Children's Services also have access to information re: children in our setting. These professionals are also bound by confidentiality.
- Students on Pre-school Learning Alliance or other recognised courses observing in the pre-school will be advised of our confidentiality policy and be required to respect it.
- All students, bank staff and volunteers are required to sign a Confidentiality form to state that any matters relating to children, staff and the Pre-school will remain confidential.

All the undertakings above are subject to the paramount commitment of the Pre-school, which is to the safety and well being of the child.

This policy was reviewed 28-01-18

PRIVACY NOTICE

Chalk Hill Preschool & Toddler Group

CHALK HILL PRE-SCHOOL processes personal information about its pupils and is a 'data controller' for the purposes of the Data Protection Act 1998. We collect information from you and may receive information about your child from their previous setting and local NHS agencies.

We hold and use your child's information to support their teaching and learning, monitor and report on their progress, provide them with pastoral care and to assess how well we are doing.

The information we hold includes you and your child's contact details, your child's national curriculum assessment results, attendance information¹, ethnic group, special educational needs status and any relevant medical information.

We will not give information about you or your child to anyone outside the setting without your permission unless the law and our policies permit it. We are required by law to pass some of your child's information to East Sussex County Council and to the Department for Education (DfE) and local NHS agencies. We will pass on individual pupil records to the receiving setting when a child moves from one setting to another. This includes when a child moves to reception class in primary school.

For more information on how this sharing process works, please visit:

<https://www.gov.uk/guidance/national-pupil-database-apply-for-a-data-extract>

YOU CAN ASK TO SEE THE INFORMATION WE HOLD ABOUT YOU

If you want to see a copy of the information we hold and share about you then please contact the Chairperson – chalkhillpreschool@live.co.uk

East Sussex County Council

If you need to know more about how East Sussex County Council stores and uses your information please see their website:

www.eastsussex.gov.uk/dataprotection

If you are unable to access this website, please contact:

Information Governance Officer

Children's Services

East Sussex County Council

County Hall

St Anne's Crescent

Lewes

BN7 1UE

☎ 01273 335645

✉ CS.DPA@eastsussex.gov.uk

🌐 www.eastsussex.gov.uk

Department for Education

If you need to know more about how the DfE collects and uses your information please see their website:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

This notice was reviewed 23-05-18

SOCIAL NETWORKING POLICY

¹ Attendance information is **NOT** collected as part of the Censuses for the Department for Education for the following pupils / children - a) in Nursery schools; b) aged under 4 years in Maintained schools; c) in Alternative Provision; and d) in Early Years Settings.

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We recognise that staff use social networking sites, such as Facebook and Twitter. However we ask that the following points are adhered to:

- Staff should not download images containing photographs of children from the setting or any images which may identify the setting in any way including logos on staff uniforms
- Staff should not publish details relating to the setting which are work related
- Staff should consider personal comments made on any social networking sites and are not to discuss or comment on any events, views or aspects of their job on social media.
- Staff should always be aware of their responsibilities when accessing social networking sites
- Staff should not disclose their employers details
- Any disclosures impacting on children's welfare should be dealt with in accordance with the settings policies and procedures
- You must be conscious at all times of the need to keep your personal and professional lives separate. You should not put yourself in a position where there is a conflict between your job and your personal interests
- You should not discuss information about the children in your setting or their families on your personal networking site.
- You should not discuss information you have access to as part of your work on your personal networking site. This includes information relating to your employer or your colleagues which could be used to identify your childcare setting
- You should not publish any photographs, videos, or any other form of images which may identify the setting in any way, including logos on staff uniforms
- You must always keep in mind the duty of confidentiality you owe to the children in your setting, their families, your colleagues and employer. Gossiping about people you have a professional dealings with could be a breach of confidentiality
- In order to keep appropriate professional boundaries, it is best not to have contact with your clients through your personal networking site. However, we do recognise that in some instances staff may be 'friends' with genuine friends and this can be disclosed at the bottom of the policy.
- Any inappropriate disclosures affecting children's and other people's welfare should be dealt with in accordance with the settings security and disciplinary policies and procedures

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- You should always be aware that once your personal information and opinions are on the internet you may not be able to control what happens to them. So take care what you post on social networking sites
- Make sure to set the privacy settings of your personal site as strictly as you can and don't reveal your home address, telephone number, date of birth, where you work and your work address
- Use a separate e mail address just for social networking so that you don't have to give away any other contact details. Don't use your work e mail address
- Read the privacy policies and user agreements on your personal site regularly to understand how they use your personal information; for example..do they pass it onto marketing companies?

Staff are able to disclose relationships ('friends') that are genuine as opposed to relationships fostered through their employment at the Preschool:

Name of member of staff _____

Name of parents ('Friends'):

This policy was reviewed 30-01-18