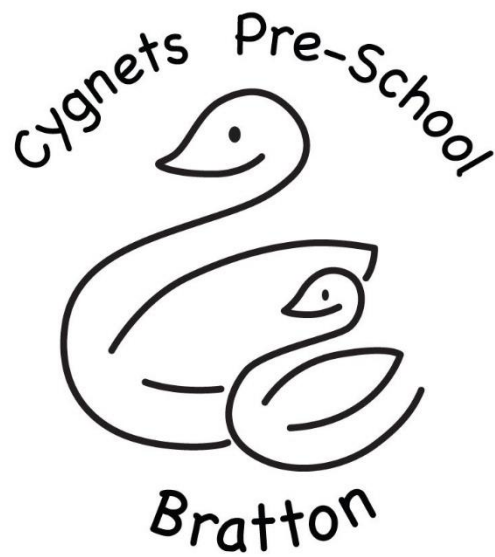
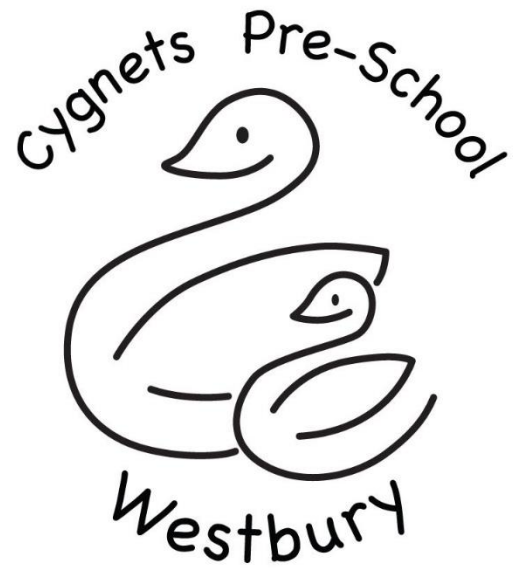


Policy Document



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Welcome to Cygnets Preschool Policies Document.

Detailed in this document are Policies that Cygnets Preschool consider to be important and by which we intend to abide. We work within the 'Statutory Framework for the Early Years Foundation Stage' 2021 for the Early Years Foundation Stage (EYFS).

The four themes of the EYFS underpin all the guidance and the 'Statutory Framework for the Early Years Foundation Stage' 2021 shows how these themes and the principles that inform them must work together for children in the EYFS.

Themes	A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
Principles	Every child is a unique child who is constantly learning and resilient, capable, confident and self-assured.	Children learn to be strong and independent through positive relationships.	Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.	Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.
Practice	<p>Practitioners</p> <ul style="list-style-type: none"> Understand and observe each child's development and learning, assess progress, plan for next steps Support babies and children to develop a positive sense of their own identity and culture Identify any need for additional support Keep children safe Value and respect all children and families equally 	<p>Positive relationships are</p> <ul style="list-style-type: none"> Warm and loving, and foster a sense of belonging Sensitive and responsive to the child's needs, feelings and interests Supportive of the child's own efforts and independence Consistent in setting clear boundaries Stimulating Built on key person relationships in early years settings 	<p>Enabling Environments</p> <ul style="list-style-type: none"> Value all people Value learning <p>They offer</p> <ul style="list-style-type: none"> Stimulating resources relevant to all the children's cultures and communities Rich learning opportunities through play and playful teaching Support for children to take risks and explore 	<p>Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.</p> <p>They foster the characteristics of effective early learning</p> <ul style="list-style-type: none"> Playing and exploring Active learning Creating and thinking critically

Safeguarding and Welfare Requirement: Child Protection

Providers must have and implement a policy, and procedures, to safeguard children.

1.1 Children's rights and entitlements

Policy statement

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

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

To be strong means to be:

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

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

To be resilient means to:

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

To be listened to means:

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

Providers must take the necessary steps to keep children safe and well.

- **At Cygnets pre-school we do not permit children to wear jewelry or accessories that may harm or danger themselves or others. Children can wear stud earrings only, long, or dangly earrings such as hoops will be asked to be removed. This procedure supports the safe environment, safeguarding and child protection procedure and health and safety whilst at the setting.**

Planning

The cycle of observation, assessment, planning, observation is carried out on a moment-by-moment basis.

We have focus children each week (approximately 10% of the group).

Activities that occur are recorded when the cycle is complete. These records are on the learning journeys for the focus children and on “planning in the moment” sheets for activities in which a group have become involved.

We work in this way because ...

“Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the ‘teachable moment’ – that the skilful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child’s thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning for the next moment).”

From National Standards document Learning, Playing and Interacting P.22 - 23

The revised EYFS advises us to continue using this document.

We have focus children

NOT focus activities.

The adult goes to the child. The child is NOT called to come to the adult.

We work this way because high-level involvement occurs in child-initiated activity.

Progress and Development

When children show high levels of involvement, that is when there is progress and development occurring – when the brain is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment supported by skilled staff.

Planning in the moment helps to make this possible.

An Enabling Environment

We have a **workshop style environment** indoors and outside. **Nothing is set out** on the tables. The children select what they want to do in each area.

The principal is that resources are accessible to the children and they are varied, open-ended and high quality.

This gives children the opportunity to select resources to support their chosen activity.

The Role of The Adult

The adults are there to facilitate learning. They do this through observations and interactions.

Our adults know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level.

The Ofsted definition of teaching (2015) fits exactly with our way of planning and teaching – in the moment.

Ofsted definition of teaching (2015)

Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children’s next steps in learning and monitor their progress.’

Planning in the moment

We use the observation cycle on a moment by moment basis. The focus children are given extra attention, but all the children are busy and learning all the time.

The planning sheets are a record of activities that have occurred.

It is particularly important that the adults’ input (teaching) is recorded.

“T suggests ... encourages ... models ... ponders ... demonstrates ... facilitates ... offers resources .. etc.”

Planning

The “planning sheets” are blank at the start of the week. They are then filled up gradually during the week. All adults contribute to these sheets. When possible, photos are linked and added to the records.

In addition, “Wow” moments are recorded for all children as and when they occur.

Three Characteristics of Effective Learning (Revised EYFS)

Playing and Exploring – do they investigate and experience things, and ‘have a go’?

Learning Actively – do they concentrate and keep on trying if they encounter difficulties, and enjoy achievements?

Creating and Thinking Critically – do they have and develop their own ideas, make links between ideas, and develop strategies for doing things.

With a system of focus children, a workshop style environment and records kept on planning in the moment sheets and learning journeys, the children are learning effectively all the time!!

1.2 Safeguarding children, young people and vulnerable adults

Policy statement

Our setting will work with children, parents and the community to ensure the rights and safety of children, young people and vulnerable adults. Our Safeguarding Policy is based on the three key commitments of the Early Years Alliance Safeguarding Children Policy.

Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy, which incorporates responding to child protection concerns.

Key commitment 1

We are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

- Our designated safeguarding lead, who co-ordinates child, young person and vulnerable adult protection issues is:

Emma Osmond

- When the setting is open, but the designated person is not on site, a suitably trained deputy is available at all times for staff to discuss safeguarding concerns.

- Our designated safeguarding deputy is:

Hannah Seviour at Westbury and Samantha King at Bratton

- The designated person, and the suitably trained deputy ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.
- The designated person (and the person who deputises for them) understands SVVP (previously WSCB) safeguarding procedures, attends relevant training at least every two years and refreshes their knowledge of safeguarding at least annually.
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- **All staff understand that safeguarding is their responsibility.**
- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social care team or the NSPCC. They receive updates on safeguarding at least annually.
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children, 2018*) and can identify those children and families who may be in need of early help and enable them to access it.
- All staff understand the thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to arrangements published by the SVVP (previously WSCB) or safeguarding partners in areas where the safeguarding partners have replaced the LSCB.
- All staff understand their responsibilities under the General Data Protection Regulation and the Data Protection Act 2018, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensure that any information they may share about parents and their children with other agencies is shared appropriately and lawfully.

- We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.
- We will share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns.
- We will be transparent about how we lawfully process data.
- All staff understand how to escalate their concerns if they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of cameras and mobile phones), whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
- Volunteers must:
 - be aged 17 or over;
 - be considered competent and responsible;
 - receive a robust induction and regular supervisory meetings;
 - be familiar with all the settings policies and procedures;

- be fully checked for suitability if they are to have unsupervised access to the children at any time.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number;
 - certificate of good conduct or equivalent where a UK DBS check is not appropriate;
 - the date the disclosure was obtained; and
 - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- From 31 August 2018, staff and volunteers in childcare settings that are not based on domestic premises are **not** required to notify their line manager if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children. For childminders and childcare provided from domestic settings they will be required to notify if anyone in their household has any relevant convictions, court orders or reprimands or had registration refused or cancelled in relation to childcare provision or have had certain Orders made in relation to the care of their children in accordance with the Childcare Disqualification and Childcare Regulations 2018, and Disqualification under the Childcare Act guidance effective from 31 August 2018.
- Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.
- In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour outlined in our code of conduct policy.
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child. Staff do not use personal cameras or filming equipment to record images.
- Personal mobile phones are not used where children are present.
- The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The deputy safeguarding lead will support the designated lead to undertake their role adequately and offer advice, guidance, supervision and support.
- The designated lead will inform the designated deputy at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to children's social care, or where appropriate, the DOFA, Ofsted or RIDDOR.

Key commitment 2

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG, 2015) and the Care Act 2014.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.

- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We understand how to identify children who may be in need of early help, how to access services for them
- We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children's social work services
- We understand that we should refer any child who may be at risk of significant harm to local authority children's social work services.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and SVVP (previously WSCB) procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession;

sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.

- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and SVVP (previously WSCB) procedures on responding to radicalisation.
- The designated person completes online Channel training, online Prevent training and attends local training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty that applies to teachers, and health workers to report cases of Female Genital Mutilation to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour-based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children's social work service and/or police.
- We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection and child in need concerns and follow the SVVP (previously WSCB) procedures, or when they come into force replacing the LSCB, we will follow the local procedures as published by the local safeguarding partners.
- Where such indicators are apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored in the safeguarding file locked away in the office.

- If a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns about children's welfare to the local authority MASH team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the MASH team.
- We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age appropriate way, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- All staff know that they can contact the NSPCC whistleblowing helpline if they feel that or organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.
- We have a whistleblowing policy in place.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child, although it is OK to ask questions for the purposes of clarification; we use TED, tell me, explain, describe.

- makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time. Yellow concern forms can be found on the shelf in the play room.
- These records are signed and dated and kept in the safeguarding file, which is kept securely and confidentially.
- The member of staff acting as the designated person is informed of the issue at the earliest opportunity, and always within one working day.
- Where the Local Safeguarding Children Board or local safeguarding partners safeguarding procedures stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

Making a referral to the MASH team

- We keep a copy of this document alongside the procedures for recording and reporting set down by our Local Safeguarding Children Board, which we follow where local procedures differ from those of the Early Years Alliance.

Escalation process

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the SVVP (previously WSCB) case resolution protocol.
- We will ensure that staff are aware of how to escalate concerns.
- We will follow local procedures published by the SVVP (previously the WSCB)

Informing parents

- Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at risk, or may interfere with the course of a police investigation, or may unduly delay the referral, or unless it is otherwise unreasonable to seek

consent. Advice will be sought from the MASH team, or in some circumstances police, where necessary.

- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to MASH, parents are informed at the same time that the referral will be made, except where the procedures of the Wiltshire Safeguarding Children Board/SVVP does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should consider seeking advice from the MASH team, about whether or not to advise parents beforehand, and should record and follow the advice given. This is known as a consultation and a log number should be given.

Liaison with other agencies and multi-agency working

- We work within the SVVP (previously WSCB) guidelines.
- The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the MASH team regarding child protection issues and concerns about children's welfare, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

Allegations against staff and persons in position of trust

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.
- We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
 - inappropriate sexual comments;
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images
- We will recognise and respond to allegations that a person who works with children has:
 - behaved in a way that has harmed a child, or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to a senior manager within the organisation and the Designated Officer for allegations (DOFA)

Designated Officer for Allegations - DOFA

01225 713945

-
- We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this.
 - We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
 - Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the

duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process. Where it is appropriate and practical and agreed with DOFA, we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

Key commitment 3

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering children through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals. Training opportunities should also cover extra familial threats such as online risks, radicalisation and grooming, and how to identify and respond to families who may need early help, and organisational safeguarding procedures.

- Designated persons receive appropriate training, as recommended by the Local Safeguarding Children Board, every two years and refresh their knowledge and skills at least annually.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board/Local Safeguarding Partners and in line with the GDPR, Data Protection Act 2018, and Working Together 2018.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- We will engage with any child in need plan or early help plan as agreed.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the Local Safeguarding Children Board.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (2004 s11)
- Children and Social Work Act 2017
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)
- Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018

Secondary legislation

- Sexual Offences Act (2003)

- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- General Data Protection Regulations (GDPR) (2018)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

Further guidance

- Working Together to Safeguard Children (HMG, 2018)
- What to do if you're Worried a Child is Being Abused (HMG, 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance 2021 on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)
- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Advice for Practitioners providing Safeguarding Services (DfE 2018)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)
- Safeguarding Children (Pre-school Learning Alliance 2013)
- Safeguarding through Effective Supervision (Pre-school Learning Alliance 2013)
- The New Early Years Employee Handbook (Pre-school Learning Alliance 2016)
- People Management in the Early Years (Pre-school Learning Alliance 2016)

*A 'young person' is defined as 16 to 19 years old – in our setting they may be a student, worker, volunteer or parent.

Implementation of ENCOMPASS

ENCOMPASS is a partnership between Wiltshire Police and designated Early Years staff known as Key Adults.

From Monday 4th September 2017 for Wiltshire & Swindon the Police will inform the Key Adults within Early Years settings about any domestic abuse incident where the child or young person has been affected by domestic abuse.

Role of the police

The Police will email every Early Years settings via EGRESS within 1 working day of every incident where a child has been affected by domestic abuse and will include:

- Police reference
- Name of child/children affected
- Brief details of what's occurred
- Name of adults affected
- Outcome if known
- Hot line to Police referrer

The Key Adult (KA)

- The KA is the receiver of confidential, sensitive and dynamic information at the settings.
- KAs will usually be the Designated Safeguarding Lead (DLS), AssistantDSL or Manager.
- The KA must have up to date Child Protection Training.

Key Adult role within Early Years settings:

1. Raise awareness within their setting of ENCOMPASS.
2. Raise awareness amongst staff of the impact of domestic abuse on children
3. Promote overt and silent support, which may be offered to the child and to the adult victim.
4. Treat information received as confidential child protection information and store accordingly.

Key Adult actions:

- Be available to access & receive secure ENCOMPASS/MASH disclosures to their nominated email address
- Record information sheet
- Store ENCOMPASS information in accordance with the storage requirements for safeguarding/child protection files. Where a child already has such a record, ENCOMPASS information should be included within this.
- Support child (or coordinate support)
- Information received via Encompass should be treated as any other CP concern and therefore will be shared with all members of staff on a "need to

know” basis. The KA will make a judgement in each individual case about who needs and has a right to access particular information.

- Ensure that staff understand the confidential nature of any information passed to them that must be treated in the same way as any other Child Protection information given by other partners such as Social Care.
- Assume responsibility for the information being acted upon within school, via either silent or overt support being offered to the child/children and families.
- Inform the Management Body that the setting is part of ENCOMPASS and the Manager with responsibility for Safeguarding should have a working knowledge of the project.

Manager / Governing Body (and KA) actions:

- Inform all existing and new parents/carers about ENCOMPASS and the setting's role within it

What should Early Years settings consider?

- Does the KA have access to CP records? -This is why the DSL is the most appropriate KA.
- Identify a person (trained in Child Protection) who can deputise in the KA's absence, who is aware of the confidentiality aspects of ENCOMPASS prior to them receiving police disclosures.
- If the main Early Years setting's email address is used, office staff need to be briefed to understand the importance of an ENCOMPASS referral and the need to find the KA immediately.
- Record safely information received from Police.
- Consider call for advice or referral to Children's Services
- How does this fit in with your settings safeguarding arrangements, curriculum and other policies?
- What Pastoral Support can be offered within setting?
- Does the child know an incident has occurred?
- Plan for child and family support.
- Review impact of actions, continue or change?

APPENDIX 1: Recommended Communication within/by Early Years settings:

- Send letters to all parents informing them of their setting's involvement with ENCOMPASS
- Setting's website to reflect ENCOMPASS involvement
- Update setting's prospectus

Suggested letter to parents/carers:

“Dear Parent/Carer,

This has been given the opportunity to take part in a project that will run jointly between schools, Early Years settings and Wiltshire Police: ENCOMPASS is the reporting to schools and early years settings by the next working day, when a child or young person has been affected by a domestic incident.

ENCOMPASS will ensure that a member of the staff, known as a Key Adult, will be shared the information in confidence, while ensuring that the school or setting is able to make provision for possible difficulties experienced by children, or their families, who have been involved in, affected or exposed to a domestic abuse incident.

We are keen to offer the best support possible to all our pupils and we believe this will be extremely beneficial for all those involved.

Date / Signed - "

APPENDIX 2: Information Sharing (HM Government 2015): "Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect."

The General data protection regulation 2018 Act 1998 provides a framework to ensure that personal information about living individuals is shared appropriately, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm.

Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns.

Lord Laming emphasised that the safety and welfare of children is of paramount importance and highlighted the importance of practitioners feeling confident about when and how information can be legally shared.

Poor or non-existent information sharing is a factor repeatedly flagged up as an issue in Serious Case Reviews carried out following the death of, or serious injury to a child.

Information sharing enables early intervention and preventative work to safeguard and promote welfare of children. The public needs to be confident that their personal information is kept

Unborn baby protocol:

Young babies are particularly vulnerable to abuse, and work carried out in the antenatal period can help minimise any potential harm if there is early assessment, intervention and support. This procedure sets out how to respond to concerns for unborn babies, with an emphasis on clear and regular communication between professionals working with the mother and her family.

The aim of this procedure is to enable practitioners to work together with families to safeguard unborn babies where vulnerability and risk indicators are identified. It provides an agreed process between Health agencies, Children's Social Care and other agencies working with the mother and her family on the planning, assessment and actions required to safeguard the unborn baby.

Unlike many safeguarding situations, the antenatal period gives a window of opportunity for practitioners and families to work together to:-

- Form relationships with a focus on the unborn baby;
- Identify risks and vulnerabilities at the earliest stage;

- Understand the impact of risk to the unborn baby when planning for their future;
- Explore and agree safety planning options;
- Assess the family's ability to adequately parent and protect the unborn baby and once the baby is born;
- Identify if any assessments or referrals are required before birth; for example the use of an Early Help Assessment (or alternative assessments agreed locally) and what actions should be taken next;
- Ensure effective communication, liaison and joint working with adult services that are providing on-going care, treatment and support to a parent;
- Plan on-going interventions and support required for the child and parent(s);
- Avoid delay for the child where the Public Law Outline threshold is reached.

When risks have been identified, it is important that practitioners work together to provide appropriate interventions and planning at the earliest opportunity to optimise the outcomes and support for the child and their family.

At Cygnets we use the following to support our safeguarding procedures:

http://wiltshirescb.org.uk/wp-content/uploads/2016/10/WSCB_Pre-birthProtocol.pdf

Appendix to Safeguarding Policy for the Prevent Duty & Promoting British Values

From 1st July 2015 all schools, registered early years' childcare providers and registered later years' childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Here at Cygnets Preschool we take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent duty we will;

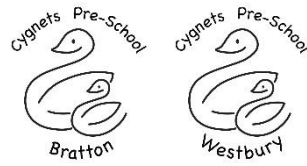
- Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation
- We will build the children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views (for early years' providers the 'Statutory Framework for the Early Years Foundation Stage' 2021 for the EYF sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world)
- We will assess the risk, by means of a formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology x We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way x We will be aware of the online risk of radicalisation through the use of social media and the internet
- As with managing other safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views). The Key Person approach means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means that we already have a

rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly

- We will work in partnership with our LSCB for guidance and support
- We will build up an effective engagement with parents/carers and families. (This is important as they are in a key position to spot signs of radicalisation)
- We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms
- We will ensure that our DSO's will undertake Prevent awareness training (as a minimum) so that they can offer advice and support to other members of staff
- We will ensure that any resources used in the nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.



Oral health policy



What is good oral health?

Oral health refers to the health of people's teeth, gums, supporting bone and soft tissues of the mouth, tongue, and lips. Good oral health is the ability to eat, speak, and socialise without active disease, discomfort, or embarrassment. Having poor oral health can exacerbate existing health conditions and impact on people's mental well-being due to the experience of pain and limitations in communicating or socialising. Poor oral health can be an indicator of neglect or difficult social circumstances. Good oral health has a significant part to play in maintaining good overall health and well-being.

In the statutory guidance 2021 a new welfare requirement means as a setting we are now required to promote the "good oral health of children" which has been introduced following research by Public Health England that suggests that 1 in 5 children aged 5, have experienced tooth decay. The aim of the new requirement is to reduce tooth decay in children and associated hospital admissions, since it is the most common reason for children aged 6 to 10 to be admitted to hospital to have teeth removed.

In practice, promoting good oral health includes:

- Talking to children about the effects of eating too many sweet things
- Promoting regular toothbrushing – twice a day for 2 minutes using a fluoride toothpaste
- Encouraging children to visit the dentist regularly (twice a year is recommended)
- Encouraging parents to promote good oral health at home

Duty of care to your children

Staff at Cygnets are highly trained and experienced to support your children whilst they attend. If we notice teeth decay or discomfort with your child we will have informal conversations with you, the parents to highlight this. This will then be documented on the child's learning journey as parent meeting feedback. The expectation from staff is that parents will then seek the necessary medical treatment needed, in a timely manner, for their child, including registering with, and visiting the dentist. Please do note, failure to gain the necessary treatment in a timely manner may result in us following our safeguarding procedures to support the wellbeing of the child.

Breast flattening/Ironing

What is Breast Flattening or Breast Ironing?

“the process during which young pubescent girls’ breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely.”

What the health consequences of breast flattening or breast ironing?

Due to the type of instruments that may be used, the type of force and the lack of aftercare, significant health and developmental issue may occur, such as:

- Abscesses
 - Cysts
 - Itching
- Tissue damage
 - Infection
- Discharge of milk
- Dissymmetry of the breasts
 - Severe fever
- Even the complete disappearance of one or both breasts.

There may also be an impact on the child’s social and psychological well-being.

What to do if you are worried about breast flattening or breast ironing

If you are concerned that a girl is at risk of breast flattening, a referral must be made to the MASH team using the referral form.

If you are concerned that the girl is in immediate danger, contact the police by calling 999.

PEER ON PEER ABUSE POLICY

At Cygnets Pre-School, we work in line with the document, 'Working together to safeguard children' and 'keeping children safe in education' which states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'. The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, our setting will ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems will be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.'

At Cygnets Pre-School, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Purpose and Aim

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

At Cygnets Pre-School we have a robust safeguarding policy in place that should be read in conjunction with this policy.

Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together, 2018, highlighting that every assessment of a child, 'must be informed by the views of the child' and within that 'It is important to understand the resilience of the individual child when planning appropriate services. This is clearly echoed by Keeping Children Safe in Education, through ensuring procedures are in place in schools and settings to hear the voice of the child.

Introduction to abuse and harmful behaviour

Abusive behaviour can happen to children in settings, and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

- Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

Gather the Facts

Speak to all staff and children (dependent on age and understanding) who were present, using consistent language and open-ended questions. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?) Think TED, tell me, explain, describe.

- Track evidence through observations, incident reports, ABC charts and CCTV.
- Consider the Intent (begin to Risk Assess)
- Has this been a deliberate or contrived situation for a young person to be able to harm another?
- From the ABC tracker charts, can you define a trigger?

- Are staff consistent with behaviour management?
- Are all new staff to the room informed of the circumstances and required amount of supervision?
- Are the parents working together with the setting on using the same strategies?
And are the parents consistent at home?
- Decide on your next course of action
If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to MASH immediately (where a crime has been committed the police should be involved also). If this is the case, once MASH has been contacted and decided on what will happen next then you will be informed on your next steps. For guidance on how to make a referral see safeguarding policy.

It may also be that MASH feel that it does not meet their threshold in which case you may wish to use the case resolution protocol and challenge the decision. If on discussion however, you agree with the decision, you will need to inform parents.

Informing parents

If, once appropriate advice has been sought from MASH and you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

Points to consider:

What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4-year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however, should not be overlooked if other issues arise (see following)

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this area?

What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person understand the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from MASH.

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in such a way. Support from identified services may be necessary through a CAF/ early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying.

Even following the conclusion of any investigation, the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident.

Preventative Strategies for Settings

It is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

It is necessary that staff consider each issue and everyone before acting.

Cygnet's Pre-School Code of Conduct for safer practice

This policy should be read alongside the following other policies:

- 'Statutory Framework for the Early Years Foundation Stage 2021'
- Behaviour Management
- Safeguarding Policy
- Child Protection Policy
- Whistle blowing policy
- Confidentiality Policy
- Health and Safety Policy

Cygnet's staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

The Code of Conduct will be provided to all staff –including temporary staff and volunteers- on induction.

Introduction

This document provides a guide for adults working in Early Years (including staff, committee members, volunteers and visitors) about acceptable and desirable conduct to **safeguard** both adults and children. It refers to and complements other policies and guidance in our setting.

Always remember that while you are caring for other people's children, you are in a position of **trust** and your responsibilities to them and the organisation must be uppermost in your mind at all times. The child's welfare is paramount (Children Act 1989).

This policy is based upon the DCSF document 'Guidance for Safe Working Practice for Adults Who Work with Children and Young People in Education Settings' (March 2009), in which you can find useful examples of acceptable and unacceptable conduct, together with discussion of the issues raised.

All adults working in the setting should know the name of the Designated Safeguarding Lead, be familiar with the child protection policy, and understand their responsibilities to safeguard and protect children.

Confidentiality

As part of their responsibilities, staff may be given highly sensitive or private information. The storing and processing of personal information about children is governed by General data protection regulation (GDPR). Such information should be kept confidential and shared on a need-to-know basis only. Please refer to the following document for more support and guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

Power and Positions of Trust

The primary motivation for legislation which addresses the abuse of positions of trust is the need to protect young people aged 16 and 17 who, despite reaching the age of consent for sexual activity, are considered to be vulnerable to sexual abuse and exploitation, in defined circumstances. This includes sexual activity and relationships with adults who hold a position of trust, responsibility or authority in relation to them and, as a result, have a considerable amount of power and influence in their lives. The law defines specific roles and settings where sexual activity between 16 and 17 year olds and those in positions of trust, responsibility or authority constitutes a criminal offence.

Advice for anyone concerned about the possible abuse of a position of trust

If you suspect that an abuse of a position of trust has occurred, is occurring or may occur you should report this to the designated safeguarding lead or the designated safeguarding representative from the Committee and make a written record of your concerns and relevant details.

If you feel your concern has not been dealt with appropriately, you can make a referral to the Designated Officer whose details should be available through your local authority's Children's Social Care Department and whose duties include responding to concerns about potential breaches of positions of trust.

Alternatively, you can seek advice from the Multi agency Safeguarding hub (MASH) on 0300 4560108 Out of hours: 0845 6070888. If you consider the incident to be an emergency call 999.

Propriety and Behaviour

All of us have a responsibility to maintain public confidence in our ability to safeguard the welfare and best interests of children.

Use of Personal Living Space –maintaining privacy and professional boundaries

We should not invite any children into our home unless the reason for this has been firmly established and agreed with parents/carers and senior managers.

This means that we should always get written permission for this to happen and make management aware when it might happen in the future.

Gifts, Rewards and Favouritism

- Gifts from a family or child may be accepted if given at an appropriate time, such as at Christmas or as a thank you token when child leaves setting. Management must be made aware of any such gifts and it will be monitored.
- The risk the giving of gifts can be misinterpreted as a gesture either to bribe or groom a child. A gift may be given when no outcome is changed for the child because of this.
- Perceptions of favouritism or unfairness need to be considered by all members of staff and this will not be accepted.

Dress and Appearance

- Staff should wear sensible non-slip shoes and any uniform provided. If flip flop style shoes want to be worn in the summer months a waiver must be signed by the staff member.
- Staff should not wear jewellery that may be sharp or dangling.
- False and painted nails are not acceptable if you are preparing snack or serving hot lunch
- Employees must ensure that their dress is appropriate for the situation in which they are working and that they present a professional image and one that reflects sensitivity to parents, children and visitor's perceptions. This may reflect their ethnicity and lifestyle but should not be provocative or cause offence to those with whom they have contact.

Communication with parents/carers (including the Use of Technology)

To ensure positive relationships with parents and members of staff to benefit the children's learning, development and sense of security. To ensure mutual respect between staff members and parents is maintained at all time.

- Communication between children, young people and adults by whatever method, should take place within clear and explicit professional boundaries.
- This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs.
- Cygnets provide an e-mail address for staff to communicate once probation period has been passed. No personal emails should be used.
- Adults should not give their personal mobile numbers or personal e-mail addresses to children/young people or parents.
- Adults should not request, or respond to, any personal information from a child/young person, other than that which might be appropriate as part of their professional role.
- Adults should ensure that all communications are transparent and open to scrutiny. They should also be circumspect in their communications with children/young people so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as 'grooming' in the context of sexual, financial or emotional exploitation.
- Adults should not give their personal contact details to children/young people including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. .
- Where agreed, the purpose of contact should be explicit, and access to such correspondence should be available to managers for review.
- E-mail or text communications between an adult and a child/young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet-based web sites. Internal e-mail systems should only be used in accordance with the Cygnets policy.

The preschool has a duty of care to all children and staff that are at the preschool and it should be noted that at no point will abusive behaviour or conduct be deemed acceptable.

Use of Social Networking Services

- Adults should not establish or seek to establish social contact via social media/other communication technologies with children or young people.
- There will be occasions when there are social contacts between children/young people and adults, where for example the parent and adult are part of the same social circle. These contacts however, will be easily recognised and should be openly

acknowledged with their manager where there may be implications for the adult and their position within the agency setting.

- There must be awareness on the part of those working with or in contact with children/young people that some social networking contacts, especially where these are not common knowledge, can be misconstrued as being part of a grooming process. This can also apply to social networking contacts made through outside interests or through the adult's own family.
- Where a parent who has accessed the organisations services becomes a volunteer or paid employee it will be important to ensure that they are clear on the organisations expectations regarding ongoing relationships and developing professional boundaries with children and their parents who continue to access the service. As such they should also be expected to work within and apply this protocol.
- Staff members are not permitted to be friends with parents, Grandparents or carers of any child attending the setting on any social media site. All contact needs to be directed through Cygnets Facebook page.

Physical Contact

It is crucial that in all circumstances, we should only touch children in ways which are appropriate to our professional or agreed role and responsibilities.

Cygnets Pre-school cares for children from the age of 2 years to 5 years old. During their time at preschool, inevitably there will be occasions when the staff will need to have close physical contact with the children in their care. Indeed, we feel close physical contact is vital for young children in order to help them develop into well balanced, secure, happy little individuals, ready to meet the new challenges of school and beyond. However, we are very aware of the need for clear boundaries for physical contact in order to protect everyone involved.

Reason for contact	Acceptable Contact	Unacceptable Contact
Consoling and reassuring a child who was upset, possibly due to an accident or disagreement, or maybe a child struggling to separate from a parent or carer.	<ul style="list-style-type: none"> • Cuddling child sitting on your knee • Occasionally when separating a child from parent or carer it is necessary to physically remove/transfer the child to a member of staff, with adult's consent. • Sitting child on adult's knee (occasionally there is no alternative to picking a child up, but for health and safety reasons this is 'the last resort') 	<ul style="list-style-type: none"> • 'Kissing Better'
Toileting children who still need adult support	<ul style="list-style-type: none"> • Lifting and supporting children on the toilet, helping them to point their 'willy' down into the toilet. • Wiping bottoms after bowel movements. Older children will be encouraged to do this independently; toilet door will always be left open but modestly preserved • Adults will always explain what is happening and why 	NEVER touching the child's private parts, rather the adult may direct the child's hand to help themselves
Changing the clothing of a child who may have soiled themselves	<ul style="list-style-type: none"> • Quickly undressing and redressing child – may involve removing underwear and replacing with clean clothes. • Cleaning soiled body parts with wet wipes 	Intimate or sustained contact with child
Restraining a child for their own protection or the protection of others	<ul style="list-style-type: none"> • Holding a child across their bodies from behind, using gentle to firm pressure as necessary, until the child has calmed down sufficiently. There will 	Unacceptable force e.g. causing reddening of the skin

(behaviour management)	always be one adult present	
Helping with dressing up clothes	<ul style="list-style-type: none"> • General contact with body 	Intimate or sustained contact with the body
Holding hands, such as reassurance, in circle games or for safety reasons	<ul style="list-style-type: none"> • Gentle holding hands 	Unacceptable force
Sitting child on adult's knee during pre-school routine e.g. sharing a story or at a child's request	<ul style="list-style-type: none"> • Putting arm or arms around the child 	Unreasonable force, intimate contact
Rough and Tumble play, physical play	<ul style="list-style-type: none"> • Piggy backs, tickling, catching a child as part of an agreed game, holding child around upper body e.g. assisting them on bikes and climbing equipment. Although such games and activities may be initiated by the child, there will be occasions when it may be adult led. It is vital that any contact must be on the child's terms and with their willing participation. The adult must always be sensitive to the child's feelings and body language as they may not always communicate verbally. 	Unreasonable force, intimate contact

*We recommend the term 'willy' to be used in toileting as we assume this to be the most commonly used name amongst families.

Staff/pupils relationships and sexual contact

Any relationship formed between an adult and a child with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action.

In particular, our attention is drawn to the provisions of the Sexual Offences Act 2003, which creates a criminal offence of abuse of a position of trust (when a person aged 18 or over is in a 'position of trust' with a person under 18 and engages in sexual activity with or in the presence of that child, or causes or incites that child to engage in or watch sexual activity).

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Wherever possible, staff should avoid behaviour, which might be misinterpreted by others, and report and record any incident with this potential.

Behaviour Management

All children have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. We aim to provide clear and consistent expectations for behaviour that are developmentally appropriate depending upon the age of the child. The principles guiding management of behaviour exist within the programme for supporting personal, social and

emotional development

Please see our behaviour management policy for more detail.

Appropriate use of language

We must behave in a mature, respectful, safe, fair and considered manner at all time. For example, we must ensure we speak to others as we wish to be spoken too, treat everyone with the respect they deserve and value people's opinions.

Students or children in distress

We should use our professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries. This means we should, calm and reassure the child, gain information and clarity of the situation and resolve the situation with the child or student understanding why we have dealt with the situation in the manner we have.

Intimate Care/Personal Care:

First Aid and Administration of Medication

- Appropriate training will be provided before an individual takes on a role which may require administering first aid or medication
- Health care plan will be drawn up when a child needs lifesaving medication or treatment delivered whilst at the setting
- Include permission of parents, informing parents/carers when first aid has been administered, and recording actions.

1:1 situations

Where there is a need for us to be alone with a child, certain procedures and explicit safeguards must be in place. Set out the setting's expectations.

Home Visits / Lone working Situations –please refer to Wiltshire Council procedures: <http://thewire.wiltshire.council/hrdirect/hsloneworking/loneworkingpolicy.htm>

All work with children and parents/carers should, whenever possible, be undertaken in the setting. There are however occasions where it is necessary to arrange a home- visit. Conditions for these may be to support the parent alongside a health visitors' recommendations.

Trips and outings

Risk Assessment procedures are always completed prior to a visit, trip or outing taking place with the children. Communication with parents/carers about the arrangements for collection of children is clearly made with permission for children to attend the trip being sort and consent given in writing. First aid equipment will be taken and made available always for the children, along with the settings mobile phone and contact details for parents to be contacted in an emergency.

Transporting children

When transporting children in our care the following will be considered:

- Parents/carers permission will be sought
- The staff members own vehicle must be appropriately insured for business use and

- evidence seen of this.
- Ratio of children/adults will also be considered, with no staff member being left unattended with a child at any time
 - Ensure that all passengers wear seat belts
 - Ensure car seats are used according to the current legislation
 - In an emergency situation staff will dial 999 and alert parents of the emergency also.

Photography and Video

- Staff members are NOT permitted to use personal photo equipment whilst at the setting.
- Only cameras belonging to Cygnet's are permitted to be used by staff
- When a child starts at Cygnet's, we seek permission from parents/carers to take photos and videos whilst the child attends. Some examples of what these will be used for are website, advertising and in their learning journeys as evidence for assessment.
- A refused permission photo list can be found in our registration form folder
- Even with parent permission, whenever we plan to take images it is good practice for us to seek verbal consent also from parents, for example in leaflets advertising the setting
- We should be mindful when taking images that the images contain 'appropriately' dressed individuals and that the individual is aware they are in the photo

Access to inappropriate images and internet usage

Adults should not use equipment belonging to the setting to access adult pornography. Neither should these images be brought into the workplace.

Where indecent images of children or other unsuitable material are found, the manager/owner must be immediately informed; they will in turn alert the police and the designated officer(s) from the local authority as a matter of urgency.

Please refer to the Child Protection Policy for the allegation management procedures used by Cygnet's Pre-School.

Whistle Blowing

Please refer to our separate policy.

Sharing Concerns and Recording Incidents

- If you have any concerns about a child's welfare please write these down with precise and accurate detail, to include date and time of entry and share these with the designated safeguarding lead
- In addition, there is a separate procedure for dealing with allegations against staff please see our policy on this
- If the allegation concerns the Manager, Chair of Committee must be alerted instead.

Babysitting for children attending Cygnets Pre-School.

Under no circumstances should a member of staff, be it paid member of staff, or volunteer undertake babysitting duties either paid or unpaid for any child enrolled at Cygnets Pre-School, outside of their contracted working hours.

Reporting of absence.

- If you are absent from work due to sickness or injury you must notify the Pre-school Manager one hour, at the latest, prior to your normal working time and 5 pm if unable to return to work the next day. In addition, you must provide a self-certification form for any absence lasting up to 7 calendar days and a doctor's certificate for any absence of 8 calendar days or more.
- Cygnets Pre-school reserves the right to have you examined by a doctor.
- Statutory Sick Pay will be operated where appropriate.
- If you suffer an injury at or during your employment at Cygnets, you or someone on your behalf must immediately report this to the Pre-school Manager who will be required to record the accident.
- Failure without good cause to comply with the sickness reporting procedures may render you liable to disciplinary action.

Reference documents

- *“Statutory Framework for the Early Years Foundation Stage’ 2021 for the Early Years Foundation Stage’ 2017*
- *‘What to do if you’re worried a child is being abused’ 2015*
- *‘Information sharing’ July 2018*
- *WSCB Social Networking policy 2015*
- *Setting policies*
- *WSCB website*

Whistle Blowing Policy

Aim

The Public Interest Disclosure Act 1998, known as the Whistleblowing Act protects the public interest by providing a remedy for individuals who suffer workplace reprisal for raising a genuine concern, whether it might be about child safeguarding and welfare systems, financial malpractice, danger, illegality, or other wrongdoing. The concern may relate to something that is happening now or has happened in the past. The aim of this policy is to provide staff, visitors, parents or students with the information they need to raise a concern about malpractice or a grievance.

What is Whistleblowing?

Whistleblowing is the term used when someone who works in, or for an organisation wishes to raise concerns about malpractice or a grievance.

Whistleblowing is very different from a complaint or a grievance. By making a complaint you are saying that you, or someone close to you, have personally been poorly treated and you are seeking redress or justice for yourself. In these circumstances, because you have a vested interest in the outcome of the complaint, you would be expected to be able to prove your case. Cygnets Preschool have a Complaint Policy which can be accessed by staff and parents/carers.

At Cygnets we strive to have the best standards of childcare at all times follow every appropriate legislation available and relevant, including statutory and non-statutory documents, these include the following:

- 'Statutory Framework for the Early Years Foundation Stage' 2021 for the Early Years Foundation Stage (DCSF 2007/2012)
- Children Act (2004)
- Childcare Act (2006)
- The SEND Code of practice 2014
- The Common Assessment framework for Children and Young People(CWDC 2007)
- Every Child Matters (DfES 2003)

A concern could be:

- A criminal offence or civil offence
- Failure to comply with any legal obligation
- A miscarriage of justice
- Danger to health and safety of an individual and/or environment
- A dangerous or illegal activity, or widespread or systemic failure in relation to children or staff
- Deliberate concealment of information about any of the above

At Cygnets we will inform staff, students, and volunteers about the principles of whistleblowing through

- Induction process and three-month review after probationary period
- Making Whistleblowing Policy available to all in our policy folder, situated in the foyer for people to access when they need or want
- Ensuring staff, students and volunteers are encouraged to report any instances of unsatisfactory practice that they observe at the setting at any time and at Staff meetings etc.
- Ensuring staff, students and volunteers are encouraged to speak freely at any time to the manager or nominated person in charge if the manager is not available.

- Ensuring staff can raise their concerns through supervision, and that their concerns are followed up and dealt with appropriately

What to do if you have a concern

- Raise your concern with the Preschool Manager (Emma Osmond). If you feel unable to do this (perhaps because the concern is about the Preschool Manager) they should raise their concern with the Assistant Manager. You could also share your concern with the Committee Chairperson/s.
- If you feel unable to raise your concern with the persons named above, you should seek out a person to share your concern with within the Staff team.
- If you are worried at any stage about how to raise your concern, you should always seek independent advice at the earliest opportunity. This may be to check who may be the best placed to deal with your concern or simply to talk through the matter in confidence first. This can be done through the independent whistleblowing charity 'Public Concern at Work (PCaW) on 0207 404 6609: or by email at whistle@pcaw.org.uk For further information see their website at www.pcaw.co.uk.
- Any such concern raised by a staff member or parent would be written down and acted upon as appropriate by the Staff Member listening to the concern. The chairperson/s of the committee would be informed that such a concern had been raised. Our Policy would be to act at all times to protect the interests of any child or adult related to Cygnets.
- As described in the Whistleblowing Act no reprisals would be taken for raising an honest and genuine concern internally. However, it must be stressed that the action must not be for personal gain to be given this protection and must be in the public interest.
- Cygnets would seek advice from Wiltshire Council Early Years, The Preschool learning alliance and/or other appropriate legal and judicial sources, such as law call, to make a decision on the best route forward to progress with the individual and with the concern.



Cygnets Pre-School

Safeguarding the children in our care is the responsibility of everyone. We have a duty of care to keep all children and staff attending the setting safe from harm.

Designated Safeguarding Lead is **Emma Osmond**

Deputy Safeguarding Lead is

Hannah Seviour/Katherine Knight

Committee Safeguarding Lead is **Alex Reynolds**

EMMA OSMOND is also Safer Recruitment Trained

If Emma, Hannah or Samantha cannot be contacted for safeguarding concerns, please contact Alex Reynolds

Or please contact The Multi Agency Safeguarding Hub (MASH) for advice and support on 03004560108

**IF A CHILD IS AT IMMEDIATE RISK OF SIGNIFICANT
HARM DIAL 999**

1.3 Looked after children (LAC)

Policy statement

Early years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s). We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being.

Most local authorities do not place children under five with foster carers who work outside the home; however there are instances when this does occur or where the child has been placed with another family member who works. The Alliance maintains that it not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

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

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer provision for a child who is three to five years old who is still settling with their foster carer, or who is only temporarily being looked after.

- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is the Designated Safeguarding Lead (DSL) of the setting.
- Every child is allocated a key person before they start and this is no different for a looked after child. The DSL ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The DSL and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as:
 - the child's emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - the child's sense of self, culture, language(s) and identity – and how this is to be supported;
 - the child's need for sociability and friendship;
 - the child's interests and abilities and possible learning journey pathway; and
 - how any special needs will be supported.
- In addition the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required;
 - wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days, alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her

key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.

- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Further guidance

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

1.4 Uncollected child

Policy statement

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

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

Procedures

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

- The child's file is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting – and whose telephone numbers are recorded on the Registration Form – are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- If after 30 minutes no-one collects the child and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact the local police who may then contact our local authority children's social care team:

0300 456 0108 MASH (Multi Agency Safeguarding Hub)

- The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will staff go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Please refer to your copy of our Prospectus which states "If your child is left more than 15 minutes late, an additional charge will be incurred".
- Ofsted may be informed:

0300 123 1231

(telephone number)

1.5 Missing child

Policy statement

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

Procedures

Child going missing on the premises

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

Child going missing on an outing

This describes what to do when staff have taken a small group on an outing, leaving the setting leader and/or other staff back in the setting. If the setting leader has accompanied children on the outing, the procedures are adjusted accordingly. What to do when a child goes missing from a whole setting outing may be a little different, as parents sometimes attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The setting leader is contacted immediately (if not on the outing) and the incident recorded.
- The setting leader contacts the police and reports the child as missing.
- The setting leader contacts the parent, who makes their way to the setting.
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.

- The setting leader contacts the chairperson and reports the incident. The chairperson or owner comes to the setting immediately to carry out an investigation, with the management committee where applicable.
- The setting leader or a member of staff may be advised by the police to stay at the venue until they arrive.

The investigation

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

Managing people

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

Safeguarding and Welfare requirement: Child Protection

The safeguarding policy and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting.

1.6 Use of mobile phones, cameras and Smart phone Watches

Policy statement

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras in the setting.

Procedures

Personal Mobile Phones and Smart phone watches.

- Personal mobile phones and Smart phone watches belonging to members of staff are not used on premises during working hours, except for exceptional circumstances, and in this instance, it will be done in the Office only.
- During Preschool hours, personal mobile phones are locked in a cupboard. In the event of an emergency, personal mobile phones may be used in the privacy of the office with permission from the manager.
- Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency.
- If members of staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them.
- Members of staff will not use their personal mobile phones for taking photographs of children on outings.
- Parents and visitors are required not to use their mobile phones whilst on the premises, and staff will reinforce this by asking visitors when signing in for their mobile phones and locking them in the drawer within the office.

Cameras and videos

- Members of staff must not bring their own cameras or video recorders into the setting.
- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting.
- Photographs or recordings of children are only taken on equipment belonging to the setting. Digital cameras are stored in a locked cabinet and do not leave the premises.
- Camera and video use is monitored by the setting manager
- At Induction parent/ carers sign a consent form to allow photos to be taken, printed and used responsibly.
- A sheet of 'refused permission photo list' can be found in the registration document folder.

Digital Cameras

There are two cameras with an SD card. Once printed the photos are deleted. Any images will not be shared inappropriately.

Laptop – Hewlett Packard

This is used to print for photographs wirelessly to the Ricoh printer (in Office), using an SD card. It does not store photos. Once the photos have been printed they are deleted from the laptop and SD card.

1.7 Information Computer Technology (ICT) Policy and E-Safety

Security.

One laptop is stored in the office and the other three for mobile use. Access is restricted to Cygnets staff only. Both laptops are protected by antivirus therefore keystroke inscription. The internal network is maintained by Intech Ltd; children have access to four tablet pc's which are not connected to the internet.

Pre School tablets

These are within the Preschool classroom and stored in the office when not in use. They are for the children to use as a learning and developmental tool. This learning is administered through apps and NO internet connection is available.

ICT Curriculum

The Early Years Foundation Stage Document states;

'Teach and encourage children to click on different icons to cause things to happen in a computer program. Ensure the safe use of ICT apparatus and make appropriate risk assessments for this use'.

Cygnets staff are committed to the following procedures: -

- The children will only play on age appropriate and educational programs.
- They will only play for a maximum of 10 minutes at any one time.
- They will be allowed to play on the tablet pcs for a maximum of once per session.
- They do not have access to the internet.
- A risk assessment has been carried out with regard to the above and is reviewed every 6 months by the Health and Safety Officer and Manager.

Should a parent/ carer be unhappy with any of the provisions contained within this policy they should discuss any worries or anxieties with the Preschool Manager. If still unhappy the Complaints Procedure should be followed.

Confidentiality

In accordance with the General data protection regulation 2018 Act 1998 and the Freedom of Information Act 2000, we have a duty of care to keep all information about children and their families completely confidential.

E-Safety

Children in the care of Cygnets have no unsupervised access to the internet during Preschool hours.

On-line forums and social networking

Our obligations to keep the children safe whilst in our care extends outside the classroom. With this in mind we invoke the following practice processes:

Staff

- Must not be friends with parents on social media sites whilst children attend setting.
- Must not make any reference to any child in our care.
- Must direct any concerns raised by a parent/ carer in such a manner to the Preschool and not discuss them online.

Acceptable conduct would be notification of Preschool closures, reminders of T.D days, parties and other events.

Parents are required not to discuss Preschool matters on forums or social networking sites and are asked to sign a consent form at induction. Any concerns must be directed to Preschool staff during opening hours and not discussed online.

Acceptable conduct would be for example posting photos of their own children dressed in Cygnets uniform.

Cygnets Preschool accepts no liability for comments made by parents/ carers on forums or social networking sites but reserve the right to monitor this as appropriate.

Parents are asked not to upload pictures on to social media, such as Christmas play, or sports day.

Safeguarding and Welfare Requirement: Suitable People

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

2.1 Employment

(Including suitability, contingency plans, training and development)

Policy statement

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

Procedures

Vetting and staff selection

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

Disciplinary and Grievance Procedure

Minor Disagreements

Minor disagreement among Preschool staff, or between staff and committee, can usually be resolved at a 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.

Instant dismissal is possible in extreme circumstances of gross misconduct. Examples of gross misconduct would be:

- Theft or fraud
- Ill treatment of Children/ Safeguarding concerns
- Assault
- Malicious damage
- Gross carelessness which threatened the health and safety of others
- Being unfit through abuse of drugs or alcohol
- Breach of confidentiality

The Setting will seek support from other professionals, i.e. OFSTED/ ACAS. and the Local Authority. Otherwise, an employee will not be dismissed without the appropriate warnings.

Any disciplinary matter will normally be dealt with in three stages:

1. An oral warning
2. A written warning
3. Notice of dismissal

The employee may be accompanied by a friend at each stage if they wish, and that friend may speak on their behalf.

If an oral warning is to be given:

The employee will be interviewed by the Preschool (or their designated representative) who will explain the complaint.

The employee will be given a full opportunity to state their case.

If the warning is still considered appropriate, the employee will be told:

- What action should be taken to correct their conduct.
- That they will be given reasonable time to rectify matters.
- That if they fail to improve then further action will be taken.
- That a record of the warning will be kept.
- That they may appeal against the decision.

If an employee fails to correct their conduct and further action is necessary:

The employee will be interviewed and given the opportunity to state their case as before.

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

The letter will:

1. Contain a clear reprimand and give the reasons for it.
2. Explain that corrective action is required and what reasonable time will be given for improvement.
3. Warn that failure will result in further disciplinary action which could result in dismissal.
4. Explain that they have the right to appeal against the decision.

If the employee fails to correct their conduct, then:

1. The employee will again be interviewed and given the opportunity to state their case as before.
2. If the decision is to dismiss, the employee will be given notice of dismissal, stating the reasons for the dismissal details and giving details of the right to appeal.

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

Suspension

If the circumstances appear to warrant instant dismissal, an employee may be suspended, with or without pay, while investigations are made.

Appeals

At each stage of the disciplinary procedure, the employee must be told that they have the right to appeal against any disciplinary action. The appeal must be made to the Preschool Chair, in writing, within five days of a disciplinary interview. The appeal hearing should be held, if possible, within ten days of receipt of the appeal. The Preschool committee will nominate two or three committee members to serve as an appeal committee. Procedures will be informal and the employee may take a friend along to speak for them.

- The employee will explain why they are dissatisfied and may be asked questions.
- The supervisor 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 appeal's committee and by the employee, supervisor or chair.
- The committee will consider the matter and make known its decision.

A written record of the meeting will be kept.

Grievances

If an employee is dissatisfied, they must have the opportunity for prompt discussion with their immediate manager. For a supervisor, this would normally be the committee Chairperson. For other Preschool staff, it would be their supervisor. (If this is inappropriate, then they should contact a member of the committee).

If the grievance persists then it should be brought before the full committee at the earliest opportunity. The employee may be accompanied by a friend to this meeting.

There is a right to appeal against any grievance. This is initially to the full Preschool committee. At this level also, an employee may be accompanied by a friend.

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

Changes to staff

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

Training and staff development

- Our setting leader hold a relevant Level 3 qualification and a minimum of half of our staff hold a relevant Level 2 or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Preschool Learning Alliance and Local Education Authority and local Early Years Training Providers.
- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.

- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- Our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with their contract of employment.
- All staff leaving Cygnets will be offered an Exit Interview. This will give Cygnets the opportunity to use feedback to reflect on and improve current practice and give the employee the chance to speak confidentially about his/ her experience.

Exit interviews will be carried out by the Chair and Manager. The interview will not be intimidating or disadvantageous to the employee and will be carried out in an informal manner. A copy of the questions will be given to the employee before the interview in order to provide time to think about the points involved. The level of confidentiality is agreed during the interview. The report will be stored in a confidential file. Any suggestions made will be discussed and acted upon where appropriate.

2.2 Student placements

Policy statement

Our setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early year's providers. As part of our commitment to quality, we offer placements to students undertaking early year's qualifications and training. We also offer placements for school pupils on work experience. We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Procedures

- We require students on extended placement to meet the 'suitable people' requirements of Ofsted and DBS checks are carried out by Wiltshire College.
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting and students over the age of 17 may be included in the ratios if they are deemed competent and responsible by the Manager/ Deputy.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

Safeguarding and Welfare Requirement: Staff qualifications, training, support and skills

Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities.

3.1 Induction of staff, volunteers and managers

Policy statement

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

Procedures

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all staff and volunteers, including management committee members.
 - Familiarising with the building, health and safety, fire and evacuation procedures.
 - Ensuring our policies and procedures have been read and are carried out.
 - Introduction to parents, especially parents of allocated key children where appropriate.
 - Familiarising them with confidential information where applicable in relation to any key children.
 - Details of the tasks and daily routines to be completed.

Safeguarding and Welfare Requirement: Staff qualifications, training, support and skills

At least one person who has a current paediatric First Aid Certificate is on the premises at all times when children are present and must accompany them on outings.

Health- accident and injury

The provider must ensure there is a First Aid box accessible at all times with appropriate content for children.

Providers must keep a written record of accidents, injuries and first aid treatment.

3.2 First aid

Policy statement

In our setting staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children. We aim to ensure that first aid training is local authority approved and is relevant to staff caring for young children.

Procedures**The first aid kit**

Our first aid kit is accessible at all times, complies with the Health and Safety (First Aid) Regulations 1981 and contains the following items:

- Triangular bandages (ideally at least one should be sterile) x 4.
- Sterile dressings:
 - Small x 3.
 - Medium x 3.
 - Large x 3.
- Composite pack containing 20 assorted (individually-wrapped) plasters x 1.
- Sterile eye pods.
- Sterile eye pads (with bandage) x 2.
- Container of 6 safety pins x 1.

In addition to the first aid equipment, each box should be supplied with:

- 2 pairs of disposable plastic (PVC or vinyl) gloves.
- 1 plastic disposable apron.
- A children's forehead 'strip' thermometer.
- The first aid box is easily accessible to adults and is kept out of the reach of children.

- No un-prescribed medication is given to children, parents or staff.
- At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Legal framework

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

Further guidance

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

Guidance on First Aid for Schools (DfEE)

Safeguarding and Welfare Requirement: Key Person

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

4.1 The role of the key person and settling-in

Policy statement

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

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign a key person for each child.

Our key person system ensures each child and family has one particular staff member who takes a special interest in them. The Key person helps to ensure that every child's learning and care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.

- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting and visits to the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- Each child and their parent attend an induction visit when the child's registration records are explained and completed.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

The Buddy System

At Cygnets we have a new buddy system to enable your child to have an allocated member of staff at all times whilst they are at Cygnets, for those times when your key person is not available whilst your child attends, for example a staff member's day off. Making sure their key needs are always met, the child will feel secure and the partnership between adult and child is embedded through our practice from the start. This also allows excellent continuity of care for your child, something we firmly believe in at Cygnets. The children will come in at the beginning of the session, they will self-register at this point with their photo, replacing the need to peg their name up on the board. This also allows that opportunity for you as a parent to speak with your child's keyperson or buddy staff, should you need to, and hopefully ensure a smoother, faster and more effective start to the children's session.

Safeguarding and Welfare Requirement: Child ratios

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

5.1 Staffing

Policy statement

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

Procedures

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

- Children aged two years: 1 adult: 4 children:
- Children aged 3 years and over: 1 adult: 6 children (at times this increases to 1 adult: 8 children when needed as this is the legal requirement from OFSTED.
- A minimum of two staff/adults are on duty at any one time.
- Each child is assigned a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- At Cygnets we have a buddy system to enable all children to have an allocated member of staff at all times whilst they are at Cygnets, for those times when the key person is not available whilst a child attends, for example a staff member's day off. Making sure their key needs are always met, the child will feel secure and the partnership between adult and child is embedded through our practice from the start. This also allows excellent continuity of care for the child, something we firmly believe in at Cygnets. The children will come in at the beginning of the session, they will also self-register at this point with their photo, replacing the need to peg their name up on the board. This also allows that opportunity for you as a parent to speak with your child's keyperson or buddy staff, should you need to, and hopefully ensure a smoother, faster and more effective start to the children's session.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Staff supervision Policy

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

Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development.

Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. Supervision meetings should provide opportunities for staff to:

- discuss any issues – particularly concerning children’s development and well-being
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness

At Cygnets Preschool all practitioners who work directly with children and families are supervised by their manager.

Supervision meetings are held every _____6_____ weeks for each staff member.

Supervision meetings are conducted in line with existing procedures and are held in a confidential space suitable for the task.

Supervision agreements are drawn up for all staff. A copy of the supervision record form is retained by the supervisor and a copy provided to the supervisee. Each member of staff has a supervision file which holds a copy of the supervision agreement and their supervision record form. The supervision file is stored securely at all times.

All supervision meetings must include discussions concerning the development and well-being of each of the supervisee’s key children. Where concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken –these are recorded on the child’s file and may include support from external agencies. All aspects of supervision must ultimately focus on promoting the interests of children. During supervision meetings members of staff are able to discuss any concerns they have about inappropriate behaviour displayed by colleagues.

During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting. Any new information is referred immediately to Emma Osmond (Manager) and Shirley Needham (Chairperson).

A copy of the Supervision agreement is below, which all staff sign to acknowledge.

Staff supervision at Cygnets Preschool

We agree that supervision will be given and received in accordance with the Cygnets supervision policy which includes more details of the supervision process.

This supervision agreement is between _____
(insert name of supervisor)

and _____
(insert name of supervisee)

and outlines what each of us can expect from the supervision process and what our responsibilities are.

- We will arrange supervisions on a 6 weekly basis and neither of us will cancel these unless there is an urgent reason to do so.
- Supervisions will start promptly and will finish after an hour or when we have had time to discuss all issues.
- We will treat our conversations with respect for each other's views. Both of us should feel free to express personal views and opinions without prejudice.
- We will hold supervisions in a quiet area where other people cannot overhear us. We will keep the contents of supervisions confidential, although some issues may need to be referred to the supervisor's Manager or other agencies if necessary (e.g. Social Care).
- We will keep a written record of each supervision meeting which we shall both sign and each of us shall have a copy.
- We will both complete any actions agreed at supervision within the agreed timescale. At our next supervision, we will review the notes of the previous supervision to ensure that all actions have been carried out.

Signed: _____ **Signed:** _____
(supervisor signature) *(supervisee signature)*

Date: _____ **Date:** _____

Safeguarding and Welfare Requirement: Health

Providers must have and implement a policy, and procedures, for administering medicines. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up-to-date.

6.1 Administering medicines

Policy statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication prescribed by a medical professional as part of maintaining their health and well-being or when they are recovering from an illness. In many cases, it is possible for children's GP's to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect. These procedures are written in line with current guidance in *Managing Medicines in Schools and Early Years Settings*; the Health and Safety Officer (Victoria Duddy) is responsible for ensuring all staff understand and follow these procedures. Staff are responsible for the correct administration of medication to children in our care. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- Only medication prescribed by a doctor (or other medically qualified person) is administered. It must be in-date and prescribed for the current condition (medicines containing aspirin will only be given if prescribed by a doctor).
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - full name of child and date of birth;
 - name of medication and strength;
 - who prescribed it;
 - dosage to be given in the setting;
 - how the medication should be stored and expiry date;
 - any possible side effects that may be expected should be noted; and
- signature, printed name of parent and date.

- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine. The medication record book records:
 - name of child;
 - name and strength of medication;
 - the date and time of dose;
 - dose given and method; and is
 - signed by key person/manager; and is
 - verified by parent signature on the same day or as soon as reasonably practicable.

Storage of medicines

- All medication is stored safely in a cupboard in the kitchen or refrigerated as required.
- Staff are responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting. Key persons check that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell a member of staff what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

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

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

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

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, with the details as given above.
- On returning to the setting the card is stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name, name of the medication. Inside the box is a copy of the consent form signed by the parent.
- This procedure is read alongside the outing's procedure.

Staff Medication

All staff members have a duty to inform the manager of any medication they take on a regular basis. An annual health questionnaire is completed by all staff and updated. If changes occur to medication being taken between these times it's the staff members responsibility to make the manager aware.

During the hours of work all staff members are required to fill in the medication record when taking medicine and make another staff member aware they have taken it. The medication record will be monitored by the manager.

All medication is to be stored in the cupboard in the kitchen, out of the reach of children.

Legal framework

- The Human Medicines Regulations 2012

Further guidance

- Managing Medicines in Schools and Early Years Settings (DFES 2005)

Safeguarding and Welfare Requirement: Health

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

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

(Including reporting notifiable diseases)

Policy statement

We provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic substance.

Procedures for children who are sick or infectious

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – parents/ carers will be asked to collect the child.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- Temperature is taken using a ‘fever scan’ kept near to the first aid box.
- In extreme cases of emergency, a staff member should dial 999 or the child should be taken to the nearest hospital and the parent informed.
- Parents are asked to take their child to the doctor before returning them to Preschool; the Preschool can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After diarrhoea or vomiting, parents are asked to keep children home until at least 48 hours have elapsed since the last attack.
- The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374 and includes common childhood illnesses such as measles.
- The setting has a list of ‘notifiable diseases’.

Please note: any child sent home whilst in our care will not be permitted to attend again for at least 24 hours to allow for recovery and rest. This includes when symptoms subside quickly at home. This supports use to minimise the effects of virus’s and bugs on all staff, children, parents and visitors to the setting.

Some infectious diseases are known as 'notifiable' because they need to be reported as they have the potential to cause serious harm to humans, particularly babies, pregnant women or immune suppressed individuals. These diseases are difficult to treat and some can be fatal. Reporting such diseases to a central point provides an overview of where the cases are situated and this provides an early warning system alerting authorities to any potential outbreak. Advice can also be given to help reduce the spread of a suspected infection. For a list of these diseases please view www.patient.co.uk/doctor/notifiable-Diseases.htm

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed suffering from a notifiable disease, i.e. Scarlet Fever, under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.
- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and Wiltshire Council's Public Health Team (0300 003 4566), and acts on any advice given by the Health Protection Agency (0845 504 8668).
- Swine Flu (or other Flu Pandemic).

Parents/ carers are asked to seek medical advice prior to coming into the Preschool if they suspect that their child or any member of the immediate family may be showing flu like symptoms. As with any infection they are asked to inform the Preschool of the situation and to keep us informed of any further developments.

When a case is confirmed/ suspected at Cygnets, all parents will be advised by letter and a notice will be placed outside.

The existing procedure for infection control will be followed:

Where a case is confirmed in a parent they will be unable to drop off or collect their children whilst on the course of medication (usually 5 days). If their child is not showing any symptoms they will still be able to attend Preschool if brought in and collected by a well relative or friend. Should an outbreak occur at Cygnets that may affect the day to day operation of the Preschool advice will be sought from the HPA (Health Protection Agency) on the closure of the setting. The Preschool will remain open if able to operate safely and in line with our registration conditions. Should the Preschool be forced to close a notice board will be displayed outside, on the Facebook page and on the website.

HIV/AIDS/Hepatitis procedure

- HIV virus, like other viruses such as Hepatitis A, B and C are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective gloves are used for cleaning/slucing clothing after changing.
- Soiled clothing is rinsed and bagged for parents to collect.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with the clinical waste.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

Nits and head lice

- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
- Treatment is recommended where live lice have been detected.
- On identifying cases of head lice, parents/ carers are informed and asked to treat their child and all the family if they are found to have head lice.
- Information leaflets are available in the Preschool.

Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the registration form.
- The child's photo and details of their allergies are displayed clearly in the Preschool.
- If a child has an allergy, a risk assessment form is completed to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.).
 - The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
 - Control measures – such as how the child can be prevented from contact with the allergen.
 - Review.
- This form is kept with the child's registration form and a copy is displayed where staff can see it.
- Staff are trained in how to administer special medication in the event of an allergic reaction.
- Generally, no nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Insurance requirements for children with allergies and disabilities

- The insurance will automatically include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions or requiring invasive treatments; written confirmation from your insurance provider is obtained to extend the insurance.

Oral medication

Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to

be forwarded to your insurance provider.

- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- Cygnets Preschool must be provided with clear written instructions on how to administer such medication.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- The group must have the parents or guardians' prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

Lifesaving medication & invasive treatments

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

- The provider must have:
 - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
 - written consent from the parent or guardian allowing staff to administer medication; and
 - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
- Copies of all three letters relating to these children must first be sent to the Preschool Learning Alliance Insurance Department for appraisal. Confirmation will then be issued in writing confirming that the insurance has been extended.

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

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

Female Staff – Pregnancy

- In general, if a pregnant woman develops a rash or is in direct contact with someone with a potentially infectious rash this should be investigated by a doctor. The greatest risk to pregnant women from such infections comes from their own child/ children rather than the workplace.

- Chickenpox can affect the pregnancy if a woman has not already had the infection. If exposed early in pregnancy (first 20 weeks) or very late (last 3 weeks), the GP and ante-natal carer should be informed promptly and a blood check taken to check immunity. Shingles is caused by the same virus so anyone who hasn't had chickenpox is potentially vulnerable to the infection if in close contact with a case of shingles.
- Rubella (German measles). A pregnant woman should contact her GP and ante-natal carer immediately to ensure investigation. The infection may affect the developing baby if the woman is not immune and is exposed in early pregnancy. All female staff under 25 years, working with young children should have evidence of 2 doses of MMR vaccine.
- Slapped cheek disease (Parvovirus B19) can occasionally affect an unborn child. If exposed early (before 20 weeks) inform whoever is giving ante-natal care as this must be investigated promptly.
- Measles during pregnancy can result in early delivery or even loss of the baby. If a pregnant woman is exposed, immediately inform whoever is giving ante-natal care to ensure investigation. All female staff under the age of 25 working with young children should have evidence of two doses of MMR vaccine.

If concerned about any of the above, contact the Local Health Protection Unit.

Safeguarding and Welfare Requirement: Health

The provider must promote the good health of children attending the setting.

6.3 Recording and reporting of accidents and incidents

(Including procedure for reporting to HSE, RIDDOR)

Policy statement

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

Procedures

Our accident book for accidents to children in our care:

- is kept safely and accessibly;
- is accessible to all staff and volunteers, who know how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.
- entries are signed by staff and parent/ carer on the same day as the accident or as soon as reasonably practicable.

Ofsted is notified of any food poisoning affecting two or more children looked after on our premises and any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult as soon as possible or at least within 14 days of the incident occurring.

Local child protection agencies are informed of any serious accident or injury to, or the death of any child while in our care in accordance with the Wiltshire Council Critical Incidents Information Red Book (see Child Protection folder).

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences (details held in the Health and Safety box).

Dealing with incidents

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

- any accident to a member of staff requiring treatment by a general practitioner or hospital; and
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our incident book.

Our incident books

- We have ready access to telephone numbers for emergency services, including local police. As we rent the premises, we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.
- These incidents include:
 - break in, burglary, theft of personal or the setting's property;
 - an intruder gaining unauthorised access to the premises;
 - fire, flood, gas leak or electrical failure;
 - attack on member of staff or parent on the premises or nearby;
 - any racist incident involving staff or family on the centre's premises;
 - death of a child, and
 - a terrorist attack, or threat of one.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
- In the unlikely event of a terrorist attack we follow the advice of the emergency services about evacuation, medical aid and contacting children's families. Our standard *Fire Safety and Emergency Evacuation Policy* will be followed, and staff will take charge of their key children. The incident is recorded when the threat is averted.
- In the unlikely event of a child dying on the premises, the emergency services are called, and the advice of these services are followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Legal framework

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

Further guidance

6.4 Nappy changing

Statement of Intent

Nappy changing and toileting are private and intimate procedures, it is important that children are changed in a reassuring and caring way by a familiar member of staff. It is important that we signal our intention to change a child's nappy and ask for the child's consent, as appropriate for their development.

Staff respect the child's feelings, including fears or anxieties and work in partnership with parents and carers to ensure that this part of a child's daily routine is handled sensitively and in accordance with each child's needs. Disabled toilet facilities are available onsite and specific equipment is sought if required.

We promote procedures that ensure nappy changing is a positive, unhurried experience, which offers opportunity for chatter, songs and rhymes. This will enhance relationships between the child and staff member, ensure that nappy changing is relaxed and support language and communication.

We ensure that all staff are familiar with our Safeguarding Policy and Procedures to develop children's resilience and to protect them from any form of abuse. Staff are trained to recognise signs and symptoms of abuse, including Female Genital Mutilation (FGM). Staff are required to inform the DSL or DDSL of any concerns.

All staff at the setting participating with nappy changing or toileting procedures have a full, enhanced DBS check (Disclosure and Barring Service).

This policy should be read in conjunction with the following policies; Child Protection Policy, Health and Safety Policy, Manual Handling Policy and meets the statutory requirements contained within the Statutory framework for the early years foundation stage.

Policy Aims

- To safeguard the rights and promote the welfare of children
- To provide guidance and reassurance to staff who are required to change a child's nappy
- To assure parents/carers that staff are knowledgeable about personal care and that their individual concerns are considered
- To protect children from discrimination, and ensure inclusion for all
- Children have the right to feel safe and secure
- Children will be respected and valued as individuals
- Children have a right to privacy/dignity when staff are meeting their needs
- A child's understanding of toileting procedures is designed to lead to independence

Nappy Changing Procedure

- Gather all the necessary items needed before each nappy change, for example, nappy, wipes, nappy sack, cream if necessary. (where cream is used the child should have their own named cream and written permission obtained from the parent). Spare clothes may be required in the event of a toileting accident
- Wash and dry hands
- Put on gloves and apron. You should use a new set of gloves and apron for each nappy change.
- Complete a visual risk assessment of the area
- Make sure that the changing mat is clean and in good repair
- Approach the child and make them aware that it is time for a nappy change.

Please note, all appropriate resources must be on hand to minimise the need to stretch or stoop.

- Changing mats, to be used on the floor, to be used within the disabled toilet, ensuring that privacy and dignity is respected.
- Children should be encouraged to sit and then lay on the changing mat themselves to prevent the employee from overreaching, a kneeling mat will be provided for employees.
- Children who have a wet nappy can be changed stood up to minimise the stretch and stoop of the person changing the nappy.
- Remove the child's clothing to access the nappy (If the child's clothes are soiled, they should be bagged separately and sent home, they should not be rinsed by hand)
- Remove the nappy and place it inside the nappy sack.
- Using the wipes, clean the child from front to back and place the used wipes in the nappy sack. (Wipes are used, unless a parent expresses a wish for cotton wool and warm water, or another alternative).
- Tie the nappy sack and put it in the designated nappy bin.
- Put on a clean nappy and apply cream if necessary and correct permissions have been sought (see above).
- Take off the gloves and apron and place them in the designated nappy bin.
- Help the child to wash their hands if necessary using liquid soap, warm water and paper towels.
- Wash your hands using liquid soap, warm water and paper towels.
- Support the child back into the room
- Return to the nappy changing area, clean the changing mat, surrounding area and underneath the mat using anti-bacterial spray before leaving to dry.
- A record is kept of nappy changing and indicates if a child is wet or dry, evidence of nappy rash is also recorded on our EYlog system.

Toileting

- Once a child is showing awareness of bladder control and/or a parent or carer has made the decision to start toilet training their child, staff will work in partnership with them to encourage and develop this self-help skill, unless there are medical or other developmental reasons why this may not be appropriate.
- Staff will encourage the child to develop independence in toileting and will praise all their efforts and achievements, sharing progress and observations with their parent(s) or carer on a regular basis. Where appropriate and in consultation with the child's parent or carer visual rewards, such as a sticker chart may be introduced.
- Staff recognise that accidents do happen, any child needing to be changed will be taken to the bathroom area and will have their privacy and feelings respected, in a sensitive manner.
- Parents are asked to provide spare clothing for their child, any spare clothing provided by us should be returned washed and clean as soon as possible.
- Children are able to go to the toilet at any time on request, or may be encouraged to do so by a staff member.
- Children are encouraged to follow good personal hygiene routines, visual timelines support hand washing.
- Paper towels **only** should be used to dry hands, to support health and hygiene practices and minimise the risk of cross infection.

- Daily risk assessments and visual bathroom checks are carried out throughout the day to ensure that the bathroom area is kept clean and safe. Any faults or maintenance required must be reported to the management team.
- Potties will be emptied after each use and cleaned using an anti-bacterial cleaner.
- As detailed above staff members should ensure that they are wearing appropriate protective equipment (Gloves and apron) when supporting children with toileting or cleaning practices or in the event of cleaning bodily fluids.
- Any areas that need to be cleaned, in the event of a toileting accident or illness such as sickness and diarrhoea should be sealed off to prevent access and cleaned thoroughly using appropriate cleaning materials.

Safeguarding and Welfare Requirement: Health

Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious.

6.5 Food and drink

Policy statement

Our provision regards snack and meal times as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating and at snack time, we aim to provide nutritious food, which meets the children's individual dietary needs, as well as supporting and encouraging the children to independently prepare snacks in a safe and supervised way.

Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies. (See the Managing Children who are Sick, Infectious or with Allergies policy.)
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We are a NUT FREE Preschool and take care not to provide food containing nuts or nut products.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.

- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- We inform parents who provide food for their children about the storage facilities available in the setting.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For children who drink milk, we provide whole pasteurised milk, unless a child has a dietary need, in this case an alternative will be provided, e.g. soya milk.

Packed lunches

We:

- inform parents of our policy on healthy eating;
- encourage parents to provide sandwiches with a healthy filling, fruit, and milk-based deserts such as yoghurt or crème fraiche where we can only provide cold food from home. We discourage sweet drinks and can provide children with water or milk;
- discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.

Hot dinners:

- Parents have the choice to pay for a freshly cooked meal for the children of Cygnets from Westbury Leigh primary school or Bratton Primary school (depending on setting). The menu choice is available in the foyer and this option does have an additional cost.
- All food is transported to Cygnets in a sealed hot box, with temperature of meat products verbalised to us from the kitchen staff. Any unsatisfactory temperatures mean the food is rejected and sent back. (Please see our safer food handling records in the folder in the kitchen).

Food Poisoning

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

Legal framework

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

Further guidance

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

6.6 Food hygiene

(Including procedure for reporting food poisoning)

Policy statement

We provide and/or serve food for children on the following basis:

- Snacks.
- Packed lunches (provided by parents/ carers).
- Hot dinners (delivered onto the premises)
- Evening Snack – High tea

We maintain the highest possible food hygiene standards about the purchase, storage, preparation and serving of food. We are registered as a food provider with the local authority Environmental Health Department.

Procedures

- The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. This is set out in *Safer Food Better Business*. The basis for this is risk assessment as is applying to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- All staff follow the guidelines of *Safer Food Better Business*.
- All staff have an in-date Food Hygiene Certificate.
- One person is responsible for daily opening and closing checks on the kitchen to ensure standards are met consistently. (See *Safer Food Better Business*.)
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould. Once food is opened a label with the date is added so all staff are aware when that package has been opened.
- Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
- Food preparation areas are cleaned before use as well as after use.
- All surfaces are clean and non-porous.
- All utensils, crockery etc. are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen. The handle is out of their reach.

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

Reporting of food poisoning

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

Legal Framework

- Regulation (EC) 853/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance

Safer Food Better Business (Food Standards Agency)

Promoting positive behaviour

Policy statement

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

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

Procedures

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

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the conflict resolution approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;

Step 1

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

Step 2

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

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

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Common Assessment Framework (CAF) or Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy (1.2). It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with SEN policy 9.2)
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Conflict resolution Approach

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

Focused intervention approach

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

Use of rewards and sanctions

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

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak

to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property'(EYFS).
- If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened.

Challenging Behaviour/Aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will contact children's social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused.
- The designated person will make a written record of the incident, which is kept in the child's file; in line with the *Safeguarding children, young people and vulnerable adults*' policy.
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to reflect the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long term behaviour. This label can stick with the child for the rest of their life.

Challenging unwanted behaviour from adults in the setting

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained, and the parent

asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

Further guidance

- Special Educational Needs and Disability Code of Practice (DfE 2014)
- Behaviour Matters (Pre-school Learning Alliance 2016)
- CIF Summary Record (Pre-school Learning Alliance 2016)

Biting Policy

Cygnets Pre-School understands that biting among children is common and can be a concern for staff and parents/carers. Cygnets Pre-School also understands that biting can be frightening for the child who has been bitten and that biting can happen for many different reasons and under different circumstances.

On joining Cygnets parents/carers are guided to our policy document online for them to read. All policies are available in the policy booklet in the lobby, and on our website: www.cygnetspreschool.co.uk

Children may bite for the following reasons:

Exploration – Babies and toddlers may bite when they are exploring something new and may not understand the difference of chewing a toy to chewing a person. Babies and toddlers learn through touching, smelling, listening and tasting objects.

Teething – Babies and toddlers who are teething may bite as they may be suffering from sore gums and may only relieve the discomfort by chewing on an object or person.

Cause and Effect – Babies and toddlers from 12 months old begin to understand cause and effect for example if they drop an object on the floor it will make a loud noise and if they bite someone, they get a response.

Attention – Children may bite to gain attention. Biting can be a quick way to get attention, although it is negative attention.

Imitation – Children often enjoy imitating their peers and if they see them bite, they may decide to try it out too.

Independence – Children can sometimes bite to gain control for example if they want a toy or for someone to move, they may bite to get their desired result.

Frustration – Children may bite when they are frustrated for example if they are unable to express their feelings or thoughts through words.

Stress – A child may bite when they feel stressed and are unable to express how they feel, for example if they have moved house or starting pre-school for the first time.

If a child bites another child in the setting staff will separate the children and comfort the child who has been bitten and call another member of staff if first aid is required. The staff member will explain age appropriately to the child who has bitten, that biting

is unacceptable for example “we do not bite, biting hurts” and explain how their peer may be feeling for example “sad” and “sore”. Visuals may also be used to support the child’s understanding of feelings. The child will be asked to say sorry and their play redirected. The staff member who dealt with the situation will complete an accident report for the child receiving the bite and the incident will be logged in our behaviour management file.

If a child continually bites, a meeting will be held with the staff team to discuss appropriate and consistent behavioural techniques and the child’s parents/carers will be invited in to the setting to discuss strategies and explain how the behaviour is dealt with in the setting.

If a bite breaks the skin of a child then medical advice must be sought by the parent after collection to prevent infection.

Example strategy: Providing babies and toddlers with teething rings may prevent biting if they have appropriate toys to explore.

Example Strategy: A small change in the daily routine may prevent a child from biting if they usually bite when they are hungry or tired.

Example Strategy: The child is ‘shadowed’ by a member of staff to observe and see any ‘triggers’ for the biting incidents.

Physical handling policy

Physical Handling in Relation to Behaviour Management In line with our Behaviour Policy all staff within Cygnets Pre-school aim to help children take responsibility for their own behaviour. This can be done through a combination of approaches which include:

- positive role modelling
- planning a range of interesting and challenging activities
- setting and enforcing appropriate boundaries and expectations
- providing positive feedback.

However, there are very occasional times when a child's behaviour presents in a way that needs further support and this may require physical handling. This guidance sets out expectations for the use of physical handling within our setting.

Definitions Positive handling

The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations:

- giving guidance to children (such as how to hold a paintbrush or when climbing)
- providing emotional support (such as placing an arm around a distressed child)
- physical care (such as first aid or toileting). Staff must exercise appropriate care when using touch (please also refer to our Safeguarding Policy and staff code of conduct).

There are some children for whom touch would be inappropriate such as those with a history of physical or sexual abuse, or those from certain cultural groups. The setting's policy is not intended to imply that staff should no longer touch children.

Restrictive Physical Intervention

This is when a member of staff uses physical force intentionally to restrict a child's movement against his or her will. This will be using the adult's body rather than mechanical or environmental methods. This guidance refers to the use of restrictive bodily physical intervention and is based on national guidance. Principles for the use of restrictive physical intervention are:

- Positive behaviour management Cygnets Pre-school will use positive behaviour management in line with our Behaviour Policy and only use restrictive physical intervention in extreme circumstances. It will not be the preferred way of managing children's behaviour. Our aim is to do all we can to avoid using restrictive physical intervention. However, there are clearly rare situations of such extreme danger that create an immediate need for the use of restrictive physical intervention. Restrictive physical intervention in these circumstances can be used with other strategies such as saying "stop".

Duty of care

All staff have a duty of care towards the children in their setting. When children are in danger of hurting themselves, others or of causing significant damage to property, staff have a responsibility to intervene. In most cases this involves an attempt to divert the child to another activity or a simple instruction to "stop!" However, if it is judged as necessary, staff may use restrictive physical intervention.

Reasonable minimal force

When physical intervention is used, it is used within the principle of reasonable minimal force. Staff should use as little restrictive force as necessary to maintain safety. Staff should use this for as short a period as possible.

Who can use restrictive physical intervention?

It is recommended that a member of staff who knows the child well is involved in a restrictive physical intervention. This person is most likely to be able to use other methods to support the child and keep them safe without using physical intervention. Preferably this will be the child's keyworker, otherwise it will always be one of the permanent members of staff. Temporary staff, volunteers or students will not be allowed to use physical intervention except: In an emergency, anyone can use restrictive physical intervention if it is consistent with the setting's policy.

When can restrictive physical intervention be used?

Restrictive physical intervention can be justified when:

- someone is injuring themselves or others
- someone is damaging property
- there is suspicion that although injury or damage has not yet happened, it is at immediate risk of occurring.

Staff might have to use restrictive physical intervention if a child is trying to leave the site and it is judged that the child would be at risk. Staff should also use other protective measures, such as securing the site and ensuring adequate staffing levels. This duty of care also extends beyond the site boundaries: when staff have control or charge of children off site (e.g. on trips). There may be times when restrictive physical intervention is justified but the situation might be made worse if restrictive physical intervention is used. If staff judge that restrictive physical intervention would make the situation worse, staff would not use it, but would do something else (like issue an instruction to stop, seek help, or make the area safe) consistent with their duty of care. The aim in using restrictive physical intervention is to restore safety, both for the child and those around him or her. Restrictive physical intervention must never be used out of anger, as a punishment or as an alternative to measures which are less intrusive and which staff judge would be effective.

What type of restrictive physical intervention can and cannot be used?

Any use of physical intervention in a setting should be consistent with the principle of reasonable minimal force. Where it is judged that restrictive physical intervention is necessary, staff should follow the procedures below.

Procedure Staff will:

- Use all reasonable efforts to avoid the use of physical intervention to manage children's behaviour. This includes issuing verbal instructions and a warning of an intention to intervene physically.
- Try to summon additional support before intervening. Such support may simply be present as an observer, or may be ready to give additional physical support as necessary.
- aim for side-by-side contact with the child. Avoid positioning themselves in front (to reduce the risk of being kicked) or behind (to reduce the risk of allegations of sexual misconduct)
- aim for no gap between the adult's and child's body, where they are side by side. This minimises the risk of impact and damage
- aim to keep the adult's back as straight as possible
- beware of head positioning, to avoid head butts from the child
- hold children by "long" bones, i.e. avoid grasping at joints where pain and damage are most likely

- ensure that there is no restriction to the child's ability to breathe. This means avoiding holding a child around the chest cavity or stomach.
- avoid lifting children.
- Keep talking to the child (for example, "When you stop kicking me, I will release my hold") unless it is judged that continuing communications is likely to make the situation worse.
- Don't expect the child to apologise or show remorse as many young children do not understand the difference between accidental and deliberate hurt.
- Use as little restrictive force as is necessary to maintain safety and for as short a period as possible.
- In very extreme circumstances 2 members of staff might be necessary to ensure safety.

Recording and Reporting

It is important that any use of restrictive physical intervention is recorded on an incident record. The record will show:

- who was involved (child and staff, including observers),
- the reason physical intervention was considered appropriate,
- how the child was held,
- when it happened (date and time) and for how long,
- any subsequent injury or distress and what was done in relation to this.

This should be done as soon as possible and within 24 hours of the incident. Per the nature of the incident, it may be noted in other records, such as the accident book or child's individual record. The incident record should be signed by the parent/carer on collection of the child. Parents should be given a copy of the incident record form.

Supporting and Reviewing

It is distressing to be involved in a restrictive physical intervention, whether as the person doing the holding, the child being held or someone observing or hearing about what has happened. After a restrictive physical intervention, support is given to the child so that they can understand why they were held. A record is kept about how the child felt about this where this is possible. Where appropriate, staff may have the same sort of conversations with other children who observed what happened. In all cases, staff should wait until the child has calmed down enough to

be able to talk productively and understand this conversation. If necessary, an independent member of staff will check for injury and provide appropriate first aid. Support will also be given to the adults who were involved, either actively or as observers. The adults will be given the chance to talk through what has happened with the most appropriate person from the staff team. The key aim of after-incident support is to repair any potential strain to the relationship between the child and the adult that restrained him or her. The policy should emphasise that after a restrictive physical intervention, staff consider reviewing the individual behaviour plan so that the risk of needing to use restrictive physical intervention again is reduced.

Monitoring

Cygnets Pre-school committee review this policy annually. The committee and staff can seek support and guidance from the Early year's inclusion officer where appropriate. Monitoring the use of restrictive physical intervention helps identify trends and therefore helps develop our pre-school's ability to meet the needs of our children without using restrictive physical intervention.

Complaints

The use of physical intervention can lead to allegations of inappropriate or excessive use. Where anyone (child, carer, staff member or visitor) has a concern, this should be dealt with through the preschool's usual complaints procedure. Please refer to our complaints policy for further information.

General Safeguarding and Welfare Requirement: Health

The provider must promote the good health of children attending the setting.

Safety and suitability of premises, environment and equipment: Safety

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises.

8.1 Health and safety general standards

Policy statement

This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents, and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is:
Emma Osmond, Hannah Seviour and Samantha King
- They are competent to carry out these responsibilities.
- She has undertaken health and safety training and regularly updates his/her knowledge and understanding.
- We display the necessary health and safety poster in

The Entrance area

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in:

The Entrance area

Procedures

Awareness raising

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

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to put up displays etc. they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- A 5 to 10-minute break to be taken after every hour of continuous use of screen and/ or keyboard.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers.
- Adults are given the opportunity to use the office area to take breaks away from areas occupied by children.

Windows

- Low level windows are made from materials that prevent accidental breakage or are made safe.
- Window openings are restricted to prevent children falling out.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.
- The main entrance is locked, there is a bolt at adult height.

Floors

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

- Our outdoor area is securely fenced with access gate in case of evacuation.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times. These are planned and taken on a daily basis unless circumstances make this inappropriate, i.e. unsafe weather conditions.

Hygiene

- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes play room(s), kitchen, rest area, toilets and nappy changing areas.
- Resources and equipment, dressing-up clothes and furnishings are cleaned regularly.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies. We have 3 toilets and hand basins for children's use. Separate toilet facilities are available for adults.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning and checking toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes;

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- To meet the indoor space requirements, we allocate 2-3 square metres to each child.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Activities such as cooking/ woodwork receive constant supervision.
- Physical play is constantly supervised.
- Large equipment is erected with care and checked regularly.
- Children are taught to handle and store tools safely.
- An area is provided for children to relax, play quietly or sleep.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.

- Details of faulty equipment and the action taken are recorded in the Health and Safety Record.
- Large pieces of equipment are discarded only with the consent of the manager and the chairperson.

Other points of General safety

- Children do not have unsupervised access to the kitchen, cookers or any cupboards storing hazardous materials.
- Adults do not place hot drinks in reach of children. All hot drinks are placed in flasks.
- Adults do not wear high heels or flip-flops and skirts/ shorts must be worn on or below the knee.
- Adults do not wear nail varnish on fingernails.
- All tattoos and/ or body piercings to be covered (ear and nose piercings are exempt).
- Children are to wear sun hats and parents advised to administer sun cream when necessary. If sun cream is provided by parents and named, staff may apply to exposed skin, e.g. back of neck, arms and face.

Legal framework

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

Further guidance

- Health and Safety Law: What You Should Know (HSE Revised 2009)
- Health and Safety Regulation...A Short Guide (HSE 2003)
- Electrical Safety and You (HSE 1998)
- Working with substances hazardous to health: What You Need to Know About COSHH (HSE Revised 2009)
- Manual Handling – Frequently Asked Questions (HSE)

General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises.

8.2 Maintaining children's safety and security on premises

Policy statement

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Disclosure & Barring Service.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.
- If a small group leaves the premises there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises.

Security

- All adults are aware of the systems in place for the safe arrival and departure of children. An adult will be at the door during these periods. Children will leave the group only with authorised adults or authorised children aged 16 or over.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment

Children must be kept safe while out on outings.

8.3 Supervision of children on outings and visits

Policy statement

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

Procedures

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- A risk assessment for each venue is carried out, which is reviewed regularly. This can be a written or a visual.
- Parents are always asked to sign specific consent forms before major outings.
- All venue risk assessments are made available for parents to see on request.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- We do not use our own personal vehicles. If a parent/ carer wishes to travel by car with their child/ children and take another parent and/ or child, that is the responsibility of the parent/ carer NOT the Preschool.
- Staff must take a cygnet's mobile phone/walkie talkie on outings to ensure quick communication. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- One member of staff on the outing must have up to date first aid training and staff that do not have a clear enhanced DBS check are not to allowed sole charge of any children.
- Staff take a tablet pc with them to ensure numbers of children are accurate and signed back in accordingly. This also provides a camera to capture the experiences and is checked for appropriate material on return. The tablet is not connected to the internet whilst out – supporting our safeguarding procedure and has the EYlog app pinned.
- A minimum of two staff remain behind with the rest of the children.
- Toilet Visits Staff accompany parent helpers on outings for the purpose of toilet visits. Where possible these parents have DBS checks.

General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment

Providers must have a clear and well-understood policy, and procedures for assessing any risks to children's safety, and review risk assessments regularly.

8.4 Risk assessment

Policy statement

Our setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

Risk assessments are carried out to assess any risks to children's safety. These are revised regularly.

In relation to specific issues, i.e.

- outings
- contractual work
- medical needs etc.

Written risk assessments are carried out, filed and checked regularly to minimise any risk to anyone on the premises.

Legal framework

- Management of Health and Safety at Work Regulations 1999

General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency.

8.5 Fire safety and emergency evacuation

Policy statement

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant.

Procedures

- The basis of fire safety is risk assessment.
- As we are in rented premises we ensure that we have a copy of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and
 - practised regularly at least once every six weeks.
 - Records are kept of fire drills and the servicing of fire safety equipment.
 - Fire Drill Record book is held in the Health and Safety box. Recorded in it are:
 - Date and time of the drill
 - How long it took
 - Whether there were any problems that delayed evacuation
 - Any further action taken to improve the drill procedure

Fire Safety Training

All staff joining the Preschool will receive evacuation and fire safety guidance.

On an annual basis staff will be reminded of the fire safety procedures and this will cover:

- What to do on discovering a fire
- How to raise the alarm and what happens
- What to do upon hearing the alarm
- Procedures for alerting children, visitors and members of the public and directing them to exits
- The arrangements for calling the fire and rescue service
- Evacuation procedures including PEEPs
- Location and use of fire-fighting equipment
- Location of escape routes and how to use emergency doors
- The importance of keeping fire doors closed
- Use of and risks of storing flammable and explosive substances
- The importance of good housekeeping

Fire Procedure

On discovering a fire at Cygnets the adult should break the nearest break glass point on their way out of the building. They must report the location of the fire to the emergency services as soon as possible, after ensuring pupils in their care have been evacuated to the assembly point. Follow Emergency Evacuation Procedure. Adults and children should not deviate to collect personal belongings.

Under no circumstances should anyone attempt to re-enter the building until told to do so the most senior member of staff.

Emergency Evacuation Procedure

Evacuation signal:

Evacuation of the premises will be signalled by continuous ringing of the alarm.

A practice fire evacuation will be signalled with three blows of a whistle.

Staff Action:

On hearing the evacuation signal, all staff, pupils and visitors will evacuate the premises calmly and in an orderly manner. All Staff will:

- Commence the evacuation of children in an orderly way.
- Lead Children from the premises by the nearest safe route.
- A member of staff will collect visitor's book from the lobby,
- The member of staff leading the fire evacuation needs to refresh EYlog on a tablet and take this with them for registration and collect the grab bag.
- Another member of staff should collect medication book and all medication (including inhalers). Collect Keys (from hook outside).
- Ensure that all doors are closed behind you.
- Proceed to the assembly point (Infant Playground).
- A member of staff to carry out Register and Headcount using the tablet (wear Green Jacket).
- Notify the Director of Operations (wearing Purple Jacket) of any persons unaccounted for.
- Ensure Children remain at assembly point.
- Await further instructions from the Director of Operations.
- NB: This procedure is also to be followed during our extended hours. When only 2 members of staff are on site. 1 member of staff should round up the children and proceed to the assembly point while the remaining member of staff to collect the register, grab bag, medication book (if applicable), inhalers etc.

Grab Bag Contents:

- Preschool Mobile
- Master Set of Keys
- Keys for Westbury Leigh Church Hall
- Green Jacket
- First aid Kit
- Tissues
- Notice for Gate
- Walking Rings
- Blankets
- Pen
- Fluorescent Jackets

Alternative Safe Place:

In the event of a lengthy evacuation children and Staff will proceed to Westbury Leigh Church hall. Notice for parents should be displayed on front gate.

Travel to Alternative Safe Place:

All staff will accompany children to Westbury Leigh Church Hall following the route shown on the map.

SHELTER Procedure

1. On hearing an intermittent alarm sounding or on notification of SHELTER from Westbury Leigh School – all staff must initiate shelter.
2. Collect grab bag.
3. Lock all doors and windows, pull down blinds including Kitchen & Office blinds (use initiative to cover bottom of the patio doors & front door glass).
4. Collect visitor's book & register.
5. Children, visitors and staff must move into a secure area –centre of playroom. Protect children, visitors and staff under tables if need be.
6. Conduct a role call and notify manager of any person not accounted for.
7. Maintain a calm atmosphere.
8. No one should move about cygnets.
9. Await further instruction.
10. When it is ascertained that there is no threat or danger the intermittent alarm will sound again to inform staff normal school programs and procedures can resume.
11. Conduct a role call and notify manager of any person not accounted for.
12. Managers are responsible for calling emergency services, parents and Westbury Leigh School.

Insurance Conditions

Please note that you and your child are only covered by our insurance conditions at Cygnets Preschool during sessional hours: - 9.00 – 3.00p.m.

Any meetings or functions outside these hours are not covered by our insurance and therefore, your personal safety and that of your child is your, the parent/ carers responsibility.

Legal framework

- Regulatory Reform (Fire Safety) Order 2005

General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment - Providers must keep premises and equipment clean, and be aware of, and comply with, requirements of health and safety legislation (including hygiene requirements).

8.6 Animals in the setting

Policy statement

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

Procedures

Animals in the setting as pets

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

Visits to farms

- Before a visit to a farm a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment which should be viewed.
- The outings procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris and should not be worn indoors.

Legal framework

- The Management of Health and Safety at Work Regulations 1999

General Safeguarding and Welfare Requirement: Smoking

Providers must have a no-smoking policy, and must prevent smoking in a room, or outside play area, when children are present or about to be present.

8.7 No-smoking

Policy statement

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the EYFS in making our setting a no-smoking environment - both indoor and outdoor. This includes cigarettes, e-cigarettes, and vaping.

Procedures

- All staff, parents and volunteers are made aware of our no-smoking policy.
- We display no-smoking signs.
- The no-smoking policy is stated in our information for parents.
- Staff and volunteers who smoke do not do so during working hours. Unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

Legal framework

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

General Safeguarding and Welfare Requirement: Equal opportunities

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

9.1 Valuing diversity and promoting equality

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment.

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles and diverse family structures, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the setting; and
- foster good relations between all communities.

Procedures

Admissions

Our setting is open to all members of the community.

- We ensure that the existence of the Preschool is widely known in all local communities. We will place notices advertising the Preschool in places where all sections of the community can see them.
- We describe the Preschool and its practices in terms which make it clear that it welcomes father and mother, single parents, other relations and carers including childminders and people from all cultural, ethnic, religious and social groups, with or without disabilities.
- We provide information in clear concise language whether written or spoken
- We base our admissions policy on a fair system. See 10.1 Admissions.
- We ensure that all families joining the Preschool are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010. These are:
 - disability;
 - race;
 - gender reassignment;
 - religion or belief;
 - sex; sexual orientation;
 - age;
 - pregnancy and maternity; and marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
 - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. assuming someone is gay because of their mannerism or how they speak.
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

The Preschool will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed. Commitment to implementing the group's Equal Opportunities Policy will form part of the job description for all workers. Funding for appropriate training to extend Staffs' knowledge and expertise will be sought where necessary.

DBS checks will be carried out on every employee.

As an organisation using the Disclosure & Barring Service (DBS) to assess applicants' suitability for positions of trust, Cygnets complies fully with the DBS Code of Practice to include signing staff up to the update service and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed.

Cygnets is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/ mental disability.

We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates. We select all candidates for interviews based on their skills, qualifications and experience.

A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person with Cygnets and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

Unless the nature of the position allows Cygnets to ask questions about your entire criminal record, we only ask about unspent convictions as defined in the Rehabilitation of Offenders Act 1974.

We ensure that all those in Cygnets who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

We make every subject of a DBS Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.

We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.

CRB disclosure handling and retention

- General Principles

As an organization using the Disclosure & Barring Service (DBS) to help assess the suitability of applicants for positions of trust, Cygnets complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the General data protection regulation 2018 Act 1998 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information and has a written policy on these matters, which is available to those who wish to see it on request.

- Storage and access

Disclosure information should be kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

- **Handling**

In accordance with Section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a **criminal offence** to pass this information to anyone who is not entitled to receive it.

- **Usage**

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

- **Retention**

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is necessary. This is generally for a period of six months, to allow for the consideration and resolution of any disputes and complaints. If, in any exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six months, we will consult the DBS about this and will give full consideration to the General data protection regulation 2018 and human rights of the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.
- All students and volunteers are welcomed into the Preschool and will not be discriminated against.

Learning and Development within the Early Years Foundation Stage

- All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others. They will begin to develop the skills of critical thinking. Support may be sought from the Local Authority.

Resources

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

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves and others;

- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities (see Supporting Children with SEN, 9.2);
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Festivals/Beliefs and Faiths

- Our aim is to show respectful awareness of all the major events in the lives of the children and families in the Preschool, and in our society, and to welcome the diversity of backgrounds from which they come, including differing beliefs and faiths. We welcome you to inform us of any special events which you might celebrate so that we may incorporate this into our curriculum. Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations, special food and clothing they involve, as part of the diversity of life.

Valuing diversity in families

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

Food

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met.

- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

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

Monitoring and reviewing

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

Legal framework

- The Equality Act 2010
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

9.2 Supporting children with special educational needs

Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We comply with the 'Statutory Framework for the Early Years Foundation Stage' 2021 for the EYFS and Equality Act 2010.
- We have regard for the DfE Special Educational Needs and Disability Code of Practice (2015).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is MELISSA HIBBERD at Westbury and KATE KNIGHT at Bratton.

- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We provide a SEND Local Offer setting out what we provide for children with SEND which raises awareness of our provision and enables parents and carers to see clearly what services are available for children with SEND at Cygnets Preschool and how to access these services.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We ensure that our physical environment is as far as possible, suitable for children with SEND.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a differentiated curriculum to meet individual needs and abilities.

- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children with SEN (SEN support).
- We have systems in place for working with the Early Years Inclusion team and SEND service to support children with SEN including requests for Education Healthcare Plans.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We can provide in-service training for parents, practitioners and volunteers.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Special Educational Needs and Disability Code of Practice (DfES 2014)
- Equality Act (2010)
- 'Statutory Framework for the Early Years Foundation Stage' 2021 EYFS (2017)

OUR LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The purpose of a local offer is to enable parents and carers to see clearly what services are available for children with SEND in their area and how to access them. The following information forms our local offer and shows how we provide for children with special educational needs and disabilities.

Our Policy

We support children with special educational needs by providing an environment in which all children are supported to reach their full potential.

- We comply with the 'Statutory Framework for the Early Years Foundation Stage' 2021 for the Early Years Foundation Stage and the Equality Act 2010.
- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of SEN Strategies.
- We work in Partnership with parents and other agencies to meet individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We have a designated Special Educational Needs Coordinator (SENCO) who is Melissa Hibberd at Westbury and Kate Knight at Bratton.

Identifying Children with Special Educational Needs and Disability

Prior to induction you will be given an 'About Me' sheet to fill in about your child. This will help us to share information about your child's strengths and needs.

Every child is treated as a unique individual and each child has a key person. Their role is to develop trusting relationships with parents and children to enable respectful sharing of information and to build positive partnerships. If you have any concerns about your child's development our door is always open and this will

enable you to discuss your concerns. Alternatively, you can discuss this with the SENCO (Special Educational Needs Co-ordinator) – Melissa Hibberd/Kate Knight. A private room can be made available.

Ongoing observational assessments are made for all children and are linked to the Development Matters ages and stages of development. This in some cases identifies individual needs. If your child's key person has identified a possible individual need, they will discuss this with you. Parents'/carers' permission will always be sought to speak to outside agencies.

Reports from health care professionals may identify a child's individual needs and we will include these in your child's learning and development.

Supporting Children with SEND

We will work together to support individual needs, listening to you and your child.

Melissa Hibberd and Kate Knight (Senco) will explain how children's individual needs can be met. Individual targets may be set to support your child's learning and development. Your child's key person will work on and oversee these targets. You may also be given ideas to use at home.

Emma Osmond (Manager) will maintain an overview of progress and together both Emma and Phillippa will work with your child's key person and other staff in the setting to ensure we are providing the relevant and appropriate support.

Each child has a Learning Journey which contains examples of their work, photographs, observations and assessments. The children's learning styles, interests and stage of development will be recognised and used to promote achievements and development. Parents' meetings are held to discuss your child's progress.

Activities will be adapted to ensure your child is able to interact fully within our environment, and visual strategies such as a visual time table can be used to help them understand our routines.

Cygnets are able to offer support with personal needs such as nappy changing, toileting, eating and sleeping.

Our environment is accessible to all. We have disabled access via both entrance and exit and a disabled toilet with hand rails. Resources are easily accessible by children, who have free choice. We will explore any limitations of the building and would make changes or adapt our facilities where possible.

We have regular contact with other professionals including Early Years Inclusion Officers, Special Educational Needs and Disabilities (SEND), Lead Workers, Early Years Advisory Teacher, Health Visitor, Speech and Language Therapist, Local Children's Centre, and other Early Years Settings. There are many other professionals who we can contact regarding a child's specific individual need.

In some circumstances, Inclusion support funding, can be applied for from Wiltshire Council to support your child in our setting. We will advise you should your child be eligible for this funding.

Phillippa, our Senco, has completed specific Senco training which is ongoing. Staff have attended training linked to specific needs and the setting will aim to seek additional training, if appropriate, to meet your child's needs.

Transition to School/or another setting

We hold meetings to plan transition for your child into school/setting. As well as parents and Preschool staff, these could include Foundation Stage school teachers, school SENCo, receiving setting staff and relevant professionals.

We invite receiving school/setting to visit our Preschool to familiarise and observe the child and to share information in partnership with parents. We arrange visits into school with familiar adults from our setting.

All necessary documentation will be passed onto the receiving setting/school.

Further Information

If you wish to discuss your child's needs prior to starting please contact either Melissa Hibberd or Kate Knight (Special educational needs coordinator's) or Emma Osmond (Manager)

You are welcome to discuss concerns or progress with your child's key person, the Manager or SENCO at any time.

For more information on Wiltshire's Special Educational Needs & Disability (SEND) offer, see the following website. <https://www.wiltshirelocaloffer.org.uk/>

For Parent support contact Wiltshire Parent Carer Council <http://www.wiltshireparentcarercouncil.co.uk/>

Cygnets staff and Committee welcome your family to visit our Preschool. We will aim to work together to include any child with Special Educational Needs and Disabilities.

General Safeguarding and Welfare Requirement: Information and records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all the children are met.

10.1 Admissions

Policy statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

Procedures

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, in written and spoken form and, where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through British Sign Language. We will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.
- We arrange our waiting list in birth order, when children turn two and we have space to accommodate them then children may start. Children are eligible to attend Cygnets from their second birthday. Your child may join the waiting list at any age, however our waiting list is arranged in order of age. This policy aims to ensure that Cygnets Preschool remains financially viable.
- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion and ethnicity or from English being a newly acquired additional language.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We are as flexible as we can to ensure that session choices are met to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children, however, this may not always be possible.
- We offer both two-year-old funded places and three-year-old funded places (15 and 30 hour spaces).

- 30-hour free entitlement funded places are capped to a level that allows all age children to attend Cygnets. This level is decided upon places needed each year.

10.2 Parental involvement

Policy statement

We believe that children benefit most from early years' education and care when parents and settings work together in partnership. Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development. Some parents are less well represented in early years' settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included. When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children but have contact with them and play a part in their lives and whoever has parental responsibility of the child. 'Parents' also includes same sex parents as well as foster parents. 'Parental responsibility' is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*

Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them – a copy of our Policies document is provided in the lobby.
- We encourage and support parents to play an active part in the governance and management of the setting by becoming Committee Members.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records provided that no relevant exemptions apply to their disclosure under the DPA.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant conferences, workshops and training – details of these are displayed on the noticeboard.

- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents; in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.
- A weekly plan of activities and experiences provided for children and the daily routines of the setting are displayed.

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

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

Retention of Children's records

Policy statement

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Privacy Notice, Confidentiality Policy and our Information Sharing Policy.

Procedures

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

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

Developmental records

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

Personal records

These may include the following (as applicable):

- Personal details – including the child's registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-being with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs a SEN action plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child's 2-Year-Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which is secure in an office or other suitably safe place.

- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our manager, Assistant or designated person for child protection, the child's key person, or other staff as authorised by our manager and other staff as authorised to do so.
- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with our Privacy Notice, Confidentiality Policy, to the files and records of their own children, but do not have access to information about any other child.
- Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

Archiving children's files

- When a child leaves our setting, we remove all paper documents from the child's personal file and place them in a robust envelope, with the child's name and date of birth on the front and the date they left. We seal this and place it in an archive box, stored in a safe place (i.e. a locked cabinet) for three years. After three years it is destroyed.
- If data is kept electronically it is encrypted and stored as above.
- Where there was s.47 child protection investigations, we mark the envelope with a star and archive it for 25 years.
- We store financial information according to our finance procedures.

Other records

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality Policy and are required to respect it.

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act (1998)

Further guidance

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

Retention of Provider records

Policy statement

We keep records and documentation for maintaining our charity. These include:

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

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the General Data Protection Regulations (2018), further details are given in our Privacy Notice and the Human Rights Act (1998).

This policy and procedure should be read alongside our Privacy Notice, Confidentiality Policy and Information Sharing Policy.

Procedures

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

We notify Ofsted of any:

- change in the address of our premises;
- change to our premises which may affect the space available to us or the quality of childcare we provide;
- change to the name and address of our registered provider, or the provider's contact information address or contact information;
- change to the person managing our provision;
- significant event which is likely to affect our suitability to look after children; or
- other event as detailed in the '*Statutory Framework for the Early Years Foundation Stage*' 2021 for the Early Years Foundation Stage (DfE 2017).

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act 1998

10.5 Transfer of records to school

Policy statement

We recognise that children sometimes move to another early years setting before they go on to school although many will leave our setting to enter a nursery or reception class. We prepare children for these transitions and involve parents and the receiving setting in this process. We prepare records about a child's development and learning in the EYFS in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board. The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Procedures

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

- Using the EYFS assessment of development and learning ensure the key person prepares a summary of achievements in the 7 areas of learning and development.
- This record refers to any additional language spoken by the child and his or her progress in both languages.
- The record also refers to any additional needs that have been identified or addressed by the setting.
- The record also refers to any special needs or disability and whether a CAF was raised in respect of special needs or disability, whether there is an Education Healthcare Plan in place and gives the name of the lead professional.
- The record contains a summary by the key person and the document may be accompanied by the child's Learning Journey.
- For transfer to school, a transition record is completed and if there have been any welfare or protection concerns a star is placed on the front of the assessment record.

Transfer of confidential information

- The receiving school or setting will need to have a record of concerns that were raised in the setting and what was done about them. A summary of the concerns will be made to send to the receiving setting or school along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these. Where a CAF has been raised in respect of any welfare concerns the name and contact details of the lead professional will be passed on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern the name and contact details of the child's social worker will be passed on to the receiving setting or school – regardless of the outcome of the investigation.
- This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked confidential.

Legal framework

- General data protection regulation 2018 Act 1998 Freedom of Information Act 2000 Human Rights Act 1998 Children Act 1989

Further guidance

- What to do if you are Worried a Child is Being Abused (HMG 2015)
- Information Sharing: Guidance for Practitioners and Managers (HMG 2015)

Safeguarding and Welfare Requirement: Information and records

Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate).

10.6 Confidentiality and client access to records

Policy statement

Definition: 'Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.' (Information Sharing: Guidance for Practitioners and Managers (DCSF 2008))

In our setting, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the General data protection regulation 2018 Act and the Human Rights Act.

Confidentiality procedures

- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.

- We keep all records securely (see our record keeping procedures).
- When using social networking sites, e.g. Facebook, staff will not mention Cygnets Preschool under any circumstances, nor do they have parents as friends or following them on social network sites.

Client access to records procedures

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

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting leader or manager.
- The setting leader informs the chairperson of the management committee and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The setting's leader or manager and chairperson of the management committee prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The setting leader and chairperson of the management committee go through the file and remove any information which a third party has refused consent to disclose. A thick black marker is used, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting leader, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

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

Legal framework

- General data protection regulation 2018 Act 1998
- Human Rights Act 1998

General Safeguarding and Welfare Requirement: Information and records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all the children are met.

10.7 Information sharing

“Practitioners need to understand their organisation’s position and commitment to information sharing. They need to have confidence in the continued support of their organisation where they have used their professional judgement and shared information professionally.”

Information Sharing: Guidance for Practitioners and Managers (HMG 2015)

Policy statement

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

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

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

The decision should never be made as an individual, but with the back-up of management committee officers. The three critical criteria are:

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

Procedures

Our procedure is based on the 7 golden rules for information sharing as set out in *Information Sharing: Guidance for Practitioners and Managers (HMG 2015)*.

1. Remember that the General data protection regulation 2018 Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
 - Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies.

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

In our setting we ensure parents:

- Receive information about our information sharing policy when starting their child in the setting and they sign a form to say that they *understand* circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult. This is on our registration form;
- Have information about our Safeguarding Children and Child Protection policy; and
- Have information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

3. Seek advice when there are doubts about possible significant harm to a child or others.

- Managers contact children's social care for advice where they have doubts or are unsure.

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

- Guidelines for consent are part of this procedure.

5. Managers are conversant with this and are able to advise staff accordingly. Consider the safety and welfare of the child when making a decision about sharing information – if there are concerns regarding 'significant harm' the child's wellbeing and safety is paramount.

In our setting we:

- record concerns and discuss these with the setting's DSL/ Deputy DSL and/ or DSL from the management committee. Record decisions made and the reasons why information will be shared and to whom; and follow the procedures for reporting concerns and record keeping.

6. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.

- Our Child Protection procedure and Record Keeping procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. Reasons for decisions to share information, or not, are recorded.

- Provision for this is set out in our Record Keeping procedure

Consent

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We cover this verbally when the child is due to start Preschool.
- Parents sign a form at registration to say they understand this.

- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school.
- Copies are given to parents of the forms they sign.

We consider the following questions when we need to share:

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?
- Is the information confidential?
- If the information is confidential, do you have consent to share?
- Is there a statutory duty or court order to share information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?

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

Legal framework

- General data protection regulation 2018 Act 1998
- Human Rights Act 1998

Further guidance

- Information Sharing July 2018

10.8 Working in partnership with other agencies

Policy statement

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

Procedures

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

Payment of Fees

Policy Statement

Cygnets Pre-school aims to meet the needs of all our families and therefore offers a flexible approach to the collection and payment of fees.

Cygnets Preschool provides for the Early Years 3-year-old universal entitlement of 15 hours and the extended entitlement of 15 hours from the term after a child's third birthday

Cygnets Pre-school is a OFSTED approved setting, graded as Outstanding in March 2015 and is eligible to receive 2-year-old funding for families who meet the set funding criteria. For more information, please go to: <http://www.wiltshire.gov.uk/schoolseducationandlearning/earlyyearsandchildcare/earlyyearschildcareprofessionals/freenurseryentitlement/twoyearoldfunding.htm>

Cygnets Pre-school will accept children from eighteen months, but all sessions must then be paid for by their parents or carers at the chargeable fee rate.

Free early education can be claimed by parents for all three and four year olds. It covers up to a maximum of 15 hours per week, accessed over a minimum of 38 weeks of the year; a total maximum entitlement of 570 hours each year. Parents do not contribute towards this entitlement but may be charged by providers for additional services such as snacks, specific activities or extra childcare over the allocated 15 hours. Any additional hours over the 15 hours will be charged at Cygnets hourly rate.

Fees are subject to change and will be reviewed regularly by the manager and chairperson. A minimum notice period of a month is given to changes in fees.

Registration fee

All parents are asked to pay a £30 registration fee at the time of booking hours, this fee is nonrefundable at any point including failure to attend Cygnets. This fee covers the admin needed to be completed to enroll the child.

Procedure

In the first instance of a parent experiencing financial difficulties to pay their fees, we would discuss this with them and make sure they are aware of what they owe and the payment deadline.

A first letter is issued to parents to give written confirmation of the amount owed and one weeks' notice to clear the balance.

If the parent or carer is unable to pay the full balance a payment plan of an amount per week or month to clear the balance owed within a reasonable time frame may be introduced. This is down to the managers and chairperson's discretion.

If little or no payment is received or if parents are not adhering to the payment plan, then a second letter is then sent stating that if the balance is not cleared within a week then further action will be taken. Further action may include a claim to the small claims court to retrieve outstanding payments.

Outstanding fees

If parents have any difficulty with paying fees, it is essential that parents communicate with us immediately. We are always happy to discuss the possibility of alternative arrangements with parents in genuine financial difficulties. Each case is reviewed on an individual basis.

Notice

We plan our staffing levels and set our budget well in advance. In order to operate, we therefore need notice of changes to numbers and thus our income. One full month written notice is required of a child leaving the Pre-school or reducing their sessions, otherwise fees in lieu of notice will be charged.

Refunds

No refund is made for sickness or absence from the Pre-school, but we do ask parents to make staff aware of children's absence and the reason for it at the earliest opportunity.

Money received for funded children who subsequently leave our setting will be transferred to their new setting. If appropriate.

Closure

In the event of the Pre-school being forced to cancel sessions, the Pre-school will endeavour to give as much notice as is reasonably possible. The Pre-school reserves the right to offer replacement sessions in lieu of refunds. Payment for sessions that are missed due to forced closure, will be charged for as normal. Both TD days and bank holidays will also not be charged for.

Consumable charge

To cover the cost of ongoing consumables parents will be charged a £1 a month for every weekly hour each child attends. For example, a child attending 15 hours a week will have a £15 consumable charge on their invoice every month. This charge is inline with our payment policy and the statements set out in it.

(This is a voluntary payment, however, will be chased in line with the terms of our payment of fees terms and conditions. Each family is an individual and with permission from management a reduced rate can be offered. To remain financially sustainable, it is an expectation all parents pay the consumable charge.)

Refunds

No refund is made for sickness or absence from the Pre-school, but we do ask parents to make staff aware of children's absence and the reason for it at the earliest opportunity.

Money received for funded children who subsequently leave our setting will be transferred to their new setting.

Closure

In the event of the Pre-school being forced to cancel sessions, the Pre-school will endeavor to give as much notice as is reasonably possible. The Pre-school reserves the right to offer replacement sessions in lieu of refunds. Payment for sessions that are missed due to forced closure, will be charged for as normal. Both TD days and bank holidays will also not be charged for.

Consumable charge

To cover the cost of ongoing consumables parents will be charged a £1.50 a month for every weekly hour each child attends. For example, a child attending 15 hours a week will have a £22.50 consumable charge on their invoice every month. This charge is in line with our payment policy and the statements set out in it.

Safeguarding and Welfare Requirements: Information and records

Providers must put in place a written procedure for dealing with concerns and complaints from parents and/ or carers.

10.9 Making a complaint

Policy statement

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

Procedures

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

Making a complaint

Stage 1

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

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the Preschool Manager and the chair of the management committee.
- The setting records details of written complaints from parents in the Complaints Record Book which is kept in the Confidential Incidents File. When the investigation into the complaint is completed, the setting leader or manager meets with the parent to discuss the outcome. Parents must be informed of the outcome of the investigation within 28 days of making the complaint. When the complaint is resolved at this stage, the summative points are logged in the Complaints Record.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Preschool Manager and the chair of the management committee. The parent should have a friend or partner present if required and the Preschool Manager should have the support of the chairperson of the management committee present. An agreed

written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it. This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Record.

Stage 4

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

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the setting leader and the owner/chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached. A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

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

- Parents may approach Ofsted directly at any stage of this complaint's procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
 - The number to call Ofsted with regard to a complaint is: 0300 123 1231
-
- These details are displayed on our setting's notice board.
 - If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
 - In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.

- The outcome of all complaints is recorded in the Complaint Record Book which is available for parents and Ofsted inspectors on request.



Sun Protection Policy

STATEMENT OF INTENT.

At Cygnets Pre-school we take seriously the health and safety of the children in our care. We believe that Children should be allowed to play outside as much as possible during the session.

AIM

To enable the children to enjoy outdoor play safely in the sun, by protecting them and educating them to safe behaviour when in the sun.

METHODS

Shade

- Trees and canopy provide long term shade
- Gazebo to be erected if needed
- Outdoor activities will be set up in shady areas, such as, under the trees and canopy to encourage children to play out of the sun
- Ensuring that the children can access the indoor play area at all times so they can choose to continue play indoors.
- Water is always readily available for children to drink.

Clothing

- Parents are asked to dress their child in cool, appropriate clothing. Please do not send your child in a vest or strappy top

- All children to wear a sun hat whilst outside
- Children who refuse to wear a hat will not be permitted to play outside when it is very hot
- Staff will also wear suitable clothing; this will encourage children to do the same.

Sunscreen

- We ask all parents to apply sun cream to their child before attending pre-school.
- Pre – school will provide sensitive sun cream and apply to the children before they go outside.
- Children with eczema/allergies can provide their own sunscreen. Bottles must be labelled and left on the premises. These will be stored appropriately out of the reach of children.
- Parents sign permission for staff to apply sun cream in their registration document
- Sunscreen will be applied as and when necessary, normally once in the morning and once in the afternoon.
- Where permission is not signed, or children are sent in without wearing sun cream, the child will not play in the direct sun.



Sun Cream Form

Date: _____

Child's Name: _____

I am signing to say that we, the parents, provide sun cream, that has been opened for less than 12 months, for our child that will provide adequate protection when applied.

Make and factor of sun cream provided: _____

Parents signature: _____

Data Protection Policy (DGPR Compliant)

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1. Aims

Our Pre-School aims to ensure that all personal data collected about staff, children, parents, committee members, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the [Data Protection Bill](#).

This policy applies to all personal data, regardless of whether it is in paper or electronic format.

2. Legislation and guidance

This policy meets the requirements of the GDPR and the expected provisions of the DPA 2018. It is based on guidance published by the Information Commissioner's Office (ICO) on the [GDPR](#) and the ICO's [code of practice for subject access requests](#).

:

It also reflects the ICO's [code of practice](#) for the use of surveillance cameras and personal information.

In addition, this policy complies with regulation 5 of the [Education \(Child Information\) \(England\) Regulations 2005](#), which gives parents the right of access to their child's educational record.

3. Definitions

Term	Definition
<p>Personal data</p>	<p>Any information relating to an identified, or identifiable, individual.</p> <p>This may include the individual's:</p> <ul style="list-style-type: none"> • Name (including initials) • Identification number • Location data • Online identifier, such as a username <p>It may also include factors specific to the individual's physical, physiological, genetic, mental, economic, cultural or social identity.</p>
<p>Special categories of personal data</p>	<p>Personal data which is more sensitive and so needs more protection, including information about an individual's:</p> <ul style="list-style-type: none"> • Racial or ethnic origin • Political opinions • Religious or philosophical beliefs • Trade union membership • Genetics • Biometrics (such as fingerprints, retina and iris patterns), where used for identification purposes • Health – physical or mental • Sex life or sexual orientation
<p>Processing</p>	<p>Anything done to personal data, such as collecting, recording, organising, structuring, storing, adapting, altering, retrieving, using, disseminating, erasing or destroying.</p> <p>Processing can be automated or manual.</p>

Data subject	The identified or identifiable individual whose personal data is held or processed.
Data controller	A person or organisation that determines the purposes and the means of processing of personal data.
Data processor	A person or other body, other than an employee of the data controller, who processes personal data on behalf of the data controller.
Personal data breach	A breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to personal data.

4. The data controller

Our Pre-School processes personal data relating to parents, child's, staff, committee members, visitors and others, and therefore is a data controller.

The Pre-School is registered as a data controller with the ICO and will renew this registration annually or as otherwise legally required.

5. Roles and responsibilities

This policy applies to **all staff** employed by our pre-school, and to external organisations or individuals working on our behalf. Staff who do not comply with this policy may face disciplinary action.

5.1 Pre-School Committee

The Pre-School committee has overall responsibility for ensuring that our Pre-School complies with all relevant data protection obligations.

5.2 Data protection officer

The data protection officer (DPO) is responsible for overseeing the implementation of this policy, monitoring our compliance with data protection law, and developing related policies and guidelines where applicable.

5.4 All staff

Staff are responsible for:

- Collecting, storing and processing any personal data in accordance with this policy

- Informing the Pre-School of any changes to their personal data, such as a change of address
- Contacting the DPO in the following circumstances:
 - With any questions about the operation of this policy, data protection law, retaining personal data or keeping personal data secure
 - If they have any concerns that this policy is not being followed
 - If they are unsure whether or not they have a lawful basis to use personal data in a particular way
 - If they need to rely on or capture consent, draft a privacy notice, deal with data protection rights invoked by an individual, or transfer personal data outside the European Economic Area
 - If there has been a data breach
 - Whenever they are engaging in a new activity that may affect the privacy rights of individuals
 - If they need help with any contracts or sharing personal data with third parties

6. Data protection principles

The GDPR is based on data protection principles that our Pre-School must comply with.

The principles say that personal data must be:

- Processed lawfully, fairly and in a transparent manner
- Collected for specified, explicit and legitimate purposes
- Adequate, relevant and limited to what is necessary to fulfil the purposes for which it is processed
- Accurate and, where necessary, kept up to date
- Kept for no longer than is necessary for the purposes for which it is processed
- Processed in a way that ensures it is appropriately secure

This policy sets out how the Pre-School aims to comply with these principles.

7. Collecting personal data

7.1 Lawfulness, fairness and transparency

We will only process personal data where we have one of 6 'lawful bases' (legal reasons) to do so under data protection law:

- The data needs to be processed so that the Pre-School can **fulfil a contract** with the individual, or the individual has asked the Pre-School to take specific steps before entering into a contract
- The data needs to be processed so that the Pre-School can **comply with a legal obligation**
- The data needs to be processed to ensure the **vital interests** of the individual e.g. to protect someone's life
- The data needs to be processed so that the Pre-School, as a public authority, can perform a task **in the public interest**, and carry out its official functions

- The data needs to be processed for the **legitimate interests** of the Pre-School or a third party (provided the individual's rights and freedoms are not overridden)
- The individual (or their parent/carer when appropriate in the case of a child) has freely given clear **consent**

For special categories of personal data, we will also meet one of the special category conditions for processing which are set out in the GDPR and Data Protection Act 2018.

If we offer online services to children, such as classroom apps, and we intend to rely on consent as a basis for processing, we will get parental consent (except for online counselling and preventive services).

7.2 Limitation, minimisation and accuracy

We will only collect personal data for specified, explicit and legitimate reasons. We will explain these reasons to the individuals when we first collect their data.

If we want to use personal data for reasons other than those given when we first obtained it, we will inform the individuals concerned before we do so and seek consent where necessary.

Staff must only process personal data where it is necessary to do their jobs.

When staff no longer need the personal data they hold, they must ensure it is deleted or anonymised.

8. Sharing personal data

We will not normally share personal data with anyone else, but may do so where:

- There is an issue with a child or parent/carer that puts the safety of our staff at risk
- We need to liaise with other agencies – we will seek consent as necessary before doing this
- Our suppliers or contractors need data to enable us to provide services to our staff and children– for example, IT companies. When doing this, we will:
 - Only appoint suppliers or contractors which can provide sufficient guarantees that they comply with data protection law
 - Establish a data sharing agreement with the supplier or contractor, either in the contract or as a standalone agreement, to ensure the fair and lawful processing of any personal data we share
 - Only share data that the supplier or contractor needs to carry out their service, and information necessary to keep them safe while working with us

We will also share personal data with law enforcement and government bodies where we are legally required to do so, including for:

- The prevention or detection of crime and/or fraud
- The apprehension or prosecution of offenders
- The assessment or collection of tax owed to HMRC
- In connection with legal proceedings
- Where the disclosure is required to satisfy our safeguarding obligations

- Research and statistical purposes, as long as personal data is sufficiently anonymised or consent has been provided

We may also share personal data with emergency services and local authorities to help them to respond to an emergency that affects any of our children, staff or visitors.

Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

9. Subject access requests and other rights of individuals

9.1 Subject access requests

Individuals have a right to make a 'subject access request' to gain access to personal information that the Pre-School holds about them. This includes:

- Confirmation that their personal data is being processed
- Access to a copy of the data
- The purposes of the data processing
- The categories of personal data concerned
- Who the data has been, or will be, shared with
- How long the data will be stored for, or if this isn't possible, the criteria used to determine this period
- The source of the data, if not the individual
- Whether any automated decision-making is being applied to their data, and what the significance and consequences of this might be for the individual

Subject access requests must be submitted in writing, either by letter, email or fax to the DPO. They should include:

- Name of individual
- Correspondence address
- Contact number and email address
- Details of the information requested

If staff receive a subject access request they must immediately forward it to the DPO.

9.2 Children and subject access requests

Personal data about a child belongs to that child, and not the child's parents or carers. For a parent or carer to make a subject access request with respect to their child, the child must either be unable to understand their rights and the implications of a subject access request or have given their consent. Children below the age of 12 are generally not regarded to be mature enough to understand their rights and the implications of a subject access request. Therefore, most subject access requests from parents or carers of child's at our Pre-School may be granted without the express permission of the child. This is not a rule and a children's ability to understand their rights will always be judged on a case-by-case basis.

9.3 Responding to subject access requests

When responding to requests, we:

- May ask the individual to provide 2 forms of identification
- May contact the individual via phone to confirm the request was made
- Will respond without delay and within 1 month of receipt of the request
- Will provide the information free of charge
- May tell the individual we will comply within 3 months of receipt of the request, where a request is complex or numerous. We will inform the individual of this within 1 month, and explain why the extension is necessary

We will not disclose information if it:

- Might cause serious harm to the physical or mental health of the child or another individual
- Would reveal that the child is at risk of abuse, where the disclosure of that information would not be in the child's best interests
- Is contained in adoption or parental order records
- Is given to a court in proceedings concerning the child

If the request is unfounded or excessive, we may refuse to act on it, or charge a reasonable fee which considers administrative costs.

A request will be deemed to be unfounded or excessive if it is repetitive or asks for further copies of the same information.

When we refuse a request, we will tell the individual why, and tell them they have the right to complain to the ICO.

9.4 Other data protection rights of the individual

In addition to the right to make a subject access request (see above), and to receive information when we are collecting their data about how we use and process it (see section 7), individuals also have the right to:

- Withdraw their consent to processing at any time
- Ask us to rectify, erase or restrict processing of their personal data, or object to the processing of it (in certain circumstances)
- Prevent use of their personal data for direct marketing
- Challenge processing which has been justified on the basis of public interest
- Request a copy of agreements under which their personal data is transferred outside of the European Economic Area
- Object to decisions based solely on automated decision making or profiling (decisions taken with no human involvement, that might negatively affect them)
- Prevent processing that is likely to cause damage or distress
- Be notified of a data breach in certain circumstances
- Make a complaint to the ICO
- Ask for their personal data to be transferred to a third party in a structured, commonly used and machine-readable format (in certain circumstances)

Individuals should submit any request to exercise these rights to the DPO. If staff receive such a request, they must immediately forward it to the DPO.

10. Parental requests to see the educational record

Parents, or those with parental responsibility, have a legal right to free access to their child's educational record (which includes most information about a child) within 15 Pre-School days of receipt of a written request.

11. CCTV

The school site we use CCTV in various locations around the school site to ensure it remains safe. We will adhere to the ICO's [code of practice](#) for the use of CCTV.

We do not need to ask individuals' permission to use CCTV, but we make it clear where individuals are being recorded. Security cameras are clearly visible and accompanied by prominent signs explaining that CCTV is in use.

Any enquiries about the CCTV system should be directed to the Office Manager.

12. Photographs and videos

As part of our Pre-School activities, we may take photographs and record images of individuals within our Pre-School.

We will obtain written consent from parents/carers for photographs and videos to be taken of their child for communication, marketing and promotional materials. We will clearly explain how the photograph and/or video will be used to both the parent/carer and child.

Uses may include:

- Within Pre-School on notice boards and in Pre-School magazines, brochures, newsletters, etc.
- Outside of Pre-School by external agencies such as the Pre-School photographer, newspapers, campaigns
- Online on our Pre-School website or social media pages

Consent can be refused or withdrawn at any time. If consent is withdrawn, we will delete the photograph or video and not distribute it further.

When using photographs and videos in this way we will not accompany them with any other personal information about the child, to ensure they cannot be identified.

13. Data protection by design and default

We will put measures in place to show that we have integrated data protection into all our data processing activities, including:

- Only processing personal data that is necessary for each specific purpose of processing, and always in line with the data protection principles set out in relevant data protection law (see section 6)

- Completing privacy impact assessments where the pre-school's processing of personal data presents a high risk to rights and freedoms of individuals, and when introducing new technologies (the DPO will advise on this process)
- Integrating data protection into internal documents including this policy, any related policies and privacy notices
- Regularly training members of staff on data protection law, this policy, any related policies and any other data protection matters; we will also keep a record of attendance
- Regularly conducting reviews and audits to test our privacy measures and make sure we are compliant
- Maintaining records of our processing activities, including:
 - For the benefit of data subjects, making available the name and contact details of our Pre-School and DPO and all information we are required to share about how we use and process their personal data (via our privacy notices)
 - For all personal data that we hold, maintaining an internal record of the type of data, data subject, how and why we are using the data, any third-party recipients, how and why we are storing the data, retention periods and how we are keeping the data secure

14. Data security and storage of records

We will protect personal data and keep it safe from unauthorised or unlawful access, alteration, processing or disclosure, and against accidental or unlawful loss, destruction or damage.

In particular:

- Paper-based records and portable electronic devices, such as laptops and hard drives that contain personal data are kept under lock and key when not in use
- Papers containing confidential personal data must not be left on office and classroom desks, on staffroom tables, pinned to notice/display boards, or left anywhere else where there is general access
- Where personal information needs to be taken off site, staff must sign it in and out from the pre-school office
- Passwords that are at least 8 characters long containing letters and numbers are used to access Pre-School computers, laptops and other electronic devices. Staff and child's are reminded to change their passwords at regular intervals
- Staff, child's or committee members who store personal information on their personal devices are expected to follow the same security procedures as for pre-school-owned equipment (see our IT Online Safety policy, Acceptable User policy and agreement)
- Where we need to share personal data with a third party, we carry out due diligence and take reasonable steps to ensure it is stored securely and adequately protected (see section 8)

15. Disposal of records

Personal data that is no longer needed will be disposed of securely. Personal data that has become inaccurate or out of date will also be disposed of securely, where we cannot or do not need to rectify or update it.

For example, we will shred or incinerate paper-based records, and overwrite or delete electronic files. We may also use a third party to safely dispose of records on the pre-school's behalf. If we do so, we will require the third party to provide sufficient guarantees that it complies with data protection law.

16. Personal data breaches

The Pre-School will make all reasonable endeavours to ensure that there are no personal data breaches. In the unlikely event of a suspected data breach, we will follow the procedure set out in appendix 1.

- Safeguarding information being made available to an unauthorised person
- The theft of a Pre-School laptop containing non-encrypted personal data about child's

17. Training

All staff and committee members are provided with data protection training as part of their induction process.

Data protection will also form part of continuing professional development, where changes to legislation, guidance or the pre-school's processes make it necessary.

18. Monitoring arrangements

This policy will be reviewed and updated if necessary when the Data Protection Bill receives royal assent and becomes law (as the Data Protection Act 2018) – if any changes are made to the bill that affect our pre-school's practice. Otherwise, or from then on, this policy will be reviewed **every 2 years** and shared with the committee.

Appendix 1: Personal data breach procedure

This procedure is based on [guidance on personal data breaches](#) produced by the ICO.

- On finding or causing a breach, or potential breach, the staff member or data processor must immediately notify the DPO
- The DPO will investigate the report and determine whether a breach has occurred. To decide, the DPO will consider whether personal data has been accidentally or unlawfully:
 - Lost
 - Stolen
 - Destroyed
 - Altered
 - Disclosed or made available where it should not have been
 - Made available to unauthorised people
- The DPO will alert the manager and the chair of committee members
- The DPO will make all reasonable efforts to contain and minimise the impact of the breach, assisted by relevant staff members or data processors where necessary. (Actions relevant to specific data types are set out at the end of this procedure)
- The DPO will assess the potential consequences, based on how serious they are, and how likely they are to happen
- The DPO will work out whether the breach must be reported to the ICO. This must be judged on a case-by-case basis. To decide, the DPO will consider whether the breach is likely to negatively affect people's rights and freedoms, and cause them any physical, material or non-material damage (e.g. emotional distress), including through:
 - Loss of control over their data
 - Discrimination
 - Identify theft or fraud
 - Financial loss
 - Unauthorised reversal of pseudonymisation (for example, key-coding)
 - Damage to reputation
 - Loss of confidentiality
 - Any other significant economic or social disadvantage to the individual(s) concernedIf it's likely that there will be a risk to people's rights and freedoms, the DPO must notify the ICO.
- The DPO will document the decision (either way), in case it is challenged at a later date by the ICO or an individual affected by the breach. Documented decisions are stored in G/FOI DataProtection/Breaches. Where the ICO must be notified, the DPO will do this via the ['report a breach' page of the ICO website](#) within 72 hours. As required, the DPO will set out:
 - A description of the nature of the personal data breach including, where possible:
 - The categories and approximate number of individuals concerned

- The categories and approximate number of personal data records concerned
 - The name and contact details of the DPO
 - A description of the likely consequences of the personal data breach
 - A description of the measures that have been, or will be taken, to deal with the breach and mitigate any possible adverse effects on the individual(s) concerned
- If all the above details are not yet known, the DPO will report as much as they can within 72 hours. The report will explain that there is a delay, the reasons why, and when the DPO expects to have further information. The DPO will submit the remaining information as soon as possible
- The DPO will also assess the risk to individuals, again based on the severity and likelihood of potential or actual impact. If the risk is high, the DPO will promptly inform, in writing, all individuals whose personal data has been breached. This notification will set out:
 - The name and contact details of the DPO
 - A description of the likely consequences of the personal data breach
 - A description of the measures that have been, or will be, taken to deal with the data breach and mitigate any possible adverse effects on the individual(s) concerned
- The DPO will notify any relevant third parties who can help mitigate the loss to individuals – for example, the police, insurers, banks or credit card companies
- The DPO will document each breach, irrespective of whether it is reported to the ICO. For each breach, this record will include the:
 - Facts and cause
 - Effects
 - Action taken to contain it and ensure it does not happen again (such as establishing more robust processes or providing further training for individuals)

Records of all breaches will be stored G/FOI DataProtection/Breaches.

- The DPO and headteacher will meet to review what happened and how it can be stopped from happening again. This meeting will happen as soon as reasonably possible

Actions to minimise the impact of data breaches

We will take the actions set out below to mitigate the impact of different types of data breach, focusing especially on breaches involving particularly risky or sensitive information. We will review the effectiveness of these actions and amend them as necessary after any data breach. Staff will be regularly briefed to ensure constant vigilance.

Sensitive information being disclosed via email (including safeguarding records)

- *If special category data (sensitive information) is accidentally made available via email to unauthorised individuals, the sender must attempt to recall the email as soon as they become aware of the error*
- *Members of staff who receive personal data sent in error must alert the sender and the DPO as soon as they become aware of the error*
- *If the sender is unavailable or cannot recall the email for any reason, the DPO will ask the ICT department to recall it*
- *In any cases where the recall is unsuccessful, the DPO will contact the relevant unauthorised individuals who received the email, explain that the information was sent in error, and request that those individuals delete the information and do not share, publish, save or replicate it in any way*

- *The DPO will ensure we receive a written response from all the individuals who received the data, confirming that they have complied with this request*
- *The DPO will carry out an internet search to check that the information has not been made public; if it has, we will contact the publisher/website owner or administrator to request that the information is removed from their website and deleted*
- *Non-anonymised child exam results or staff pay information being shared with committee members*
- *A Pre-School laptop containing non-encrypted sensitive personal data being stolen or hacked the DOP ensures that the laptop is wiped immediately.*

Privacy notice

Cygnets Pre-School Privacy Notice

Cygnets Pre-School, Sandalwood Road, Westbury, Wiltshire, BA13 3UR

Cygnets Pre-School, The Pavilion, Bratton, Wiltshire

01373827555

Introduction

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

What personal data do we collect?

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

Personal details that we collect about your child include:

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

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

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

Personal details that we collect about you include:

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

This information will be collected from you directly in the registration form.

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

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

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

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

- contact you in case of an emergency

- to support your child's wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at [my/our] setting
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain contact with you about your child's progress and respond to any questions you may have
- to process your claim for up to 30 hours free childcare (only where applicable)
- to keep you updated with information about [my/our] service

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

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

Who we share your data with

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

- Ofsted – during an inspection or following a complaint about our service
- banking services to process chip and pin and/or direct debit payments (as applicable)
- the Local Authority (where you claim up to 30 hours free childcare as applicable)
- the government's eligibility checker (as above)
- our insurance underwriter (if applicable)
- our setting software management provider (if applicable)
- the school that your child will be attending

We will also share your data if:

- We are legally required to do so, for example, by law, by a court or the Charity Commission;

- to enforce or apply the terms and conditions of your contract with us;
- to protect your child and other children; for example by sharing information with social care or the police;
- it is necessary to protect others rights, property or safety
- We transfer the management of the setting, in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

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

How do we protect your data?

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

- Securely storing personal data
- Use of password on laptops
- Lockable storage
- No access for unauthorised personnel to data

How long do we retain your data?

We retain your child's personal data for up to 3 years after your child no longer uses our setting, or until our next Ofsted inspection after your child leaves our setting. Medication records and accident records are kept for longer according to legal requirements. Your child's learning and development records are maintained by us and handed to you when your child leaves.

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

Your rights with respect to your data

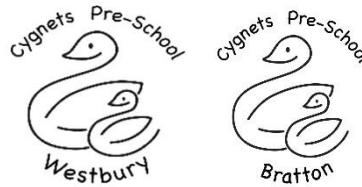
You have the right to:

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

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

Changes to this notice

We keep this notice under regular review. You will be notified of any changes where appropriate



CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) POLICY

1. PURPOSE

Cygnets Pre-School values its employees and their expertise and understands the impact they have in contributing to its continued success. Teaching, Learning and Assessment (TLA) is the pre-schools focus, as we appreciate this is what makes the impact with the children, and we continuously seek to enhance and improve. The purpose of this policy is to outline the principles by which continuous professional development (CPD) is encouraged and supported at Cygnets to deliver outstanding TLA.

The CPD policy supports the further education and higher education quality frameworks to ensure our practice supports the children and makes the most impact and enables each child to thrive.

Cygnets focuses on three key levels for staff development:

1. Strategic - to enable staff to meet the expectations of Cygnets mission statement and ethos
2. Operational - to support staff to meet the requirements of what is expected of them to complete their job description
3. Professional - to enable staff to develop their effectiveness and increase job satisfaction in order to achieve potential

The impact of engaging in these varying levels of activity is to enhance the children's experience by aligning CPD activity to the curriculum and interventions in response to market needs.

The identified training needs originate from various sources which includes supervisions, observations to support practice and suggestions via staff engagement.

2. SCOPE

- This policy applies to all staff employed by Cygnets Pre-School
- Development activities which have no direct relevance to the individual's role or objectives of the setting are not within the remit of this policy.

For the purposes of this policy, CPD is any activity which enables a member of staff to be more effective in carrying out his or her professional duties which can include but is not exclusive to; in house events; in-fill onto commercial courses; part time extended (vocational courses); attendance at external events and e-learning webinars.

Cygnets will aim to support individuals through a variety of means within the prevailing budgetary provision and identified business needs.

3. OBJECTIVES

General principles for CPD

Staff must proactively engage with and take responsibility for their own professional development as well as undertaking mandatory and relevant training required for a particular role. Staff are expected to avail themselves of the development opportunities provided to enable them to keep their skills updated and respond flexibly to change.

In return for this Cygnets will make a number of commitments to its staff and financial support to attend essential external

events to:

- Ensure staff are trained to levels appropriate to their job roles to meet our statutory obligations. Therefore, participation in certain staff development activities will be mandatory for all staff to undertake at various intervals depending on their role
- Ensure staff work collaboratively across the settings by sharing best practise, utilising staff's strengths and supporting the establishment of internal networks to provide staff support in improving practise
- The manager and committee are responsible for the organisation, administration, costing and delivery of all CPD.
- Ensure all staff are supported and encouraged to acquire and develop the relevant knowledge, skills and competencies to enhance their performance in their current role. Where they are involved in succession planning, skills will be developed for their next role within Cygnets via the varying leadership development programmes to respond effectively to internal and external demands
- Provide managers with the skills, knowledge, and competencies they need to work in partnership with their staff to support their CPD and promote lifelong learning
- Create an appropriate balance between the desire for individual staff members to maximise their potential and for Cygnets to obtain a return on its investment
- Ensure development is viewed and utilised as a toolkit to help support and motivate staff in performance capability situations, develop through and improve strategies to identify excellence in early years practice
- Gain post-course feedback from the staff member and cascade this to the team either via email or at staff meetings to support the whole team's development.

Cygnets recognises certain minimum standards associated within specific roles which must be met by all individuals through appropriate CPD activities.

All members of staff:

- Are required to participate in Cygnets induction process within one month of joining Cygnets.
- Are required to engage in mandatory Fire Safety, Safeguarding and food hygiene training on a rolling basis within the statutory time frame. From time to time there may be other training deemed mandatory for specific groups of staff to attend. The expectation is to complete all mandatory training requested within the timeframe allocated and failure to do so will be a disciplinary offence.
- In order to keep up to date with developments in the early years profession, technology, legislation and Cygnets policies and procedures amongst other activities, all staff are expected to complete all mandatory CPD when asked. Managers will allocate an amount from the budget that is affordable alongside forthcoming priorities to help fund any activity deemed essential to an individual's job
- Staff who are designated first-aiders must have a relevant and current First Aid qualification.
- Must engage with the use of ILT/elearning and complete a range of blended learning workshops including mandatory elearning. For new staff these must be done as part of the induction process.
- Attend CPD both internally offered and externally sourced as deemed essential to the job role accordance to the peer/observation action plans.

Identification of CPD needs and CPD planning

Each member of staff has a job description which sets out what is expected of them in their post. This will be used in defining CPD for all post holders. The job description and the supervision process also forms a major part in the identification of on-going development which aims to measure performance against agreed objectives and identify any staff development which may contribute to the completion of the objectives.

CPD needs are identified in number of ways by the individual, managers and the committee and can include but is not exclusive to:

- Centre's/service areas working alongside OD via the OD representatives to develop a coordinated approach to planning staff development and maximising the use of available resources. This can be actioned via focus groups held in centre, request for ideas for CPD at team meetings and ensuring feedback is provided as to the OD offer once commissioned
- Through discussions with the line manager via the informal capability procedure, whereby any CPD activity identified to support staff to work more effectively will be addressed and supported, budget allowing

- The needs of staff new to Cygnets should be identified by the manager and the staff's mentor in accordance with the probation policy, whereby staff can identify CPD requirements they wish to undertake or require undertaking the new role
- The needs of staff transferring to a new role within Cygnets should be discussed within four weeks of taking up the position at review meeting to ensure staff have the knowledge and skills to fulfil the role
- Staff Voice initiatives.

Employees can request training that is delivered in whichever way they believe is most appropriate and effective. For example, they might request training which would be:

- undertaken on Cygnets premises or elsewhere
- delivered whilst they are performing their employment duties or separately
- provided or supervised by Cygnets, any other Cygnets or training provider
- undertaken without supervision

When a CPD need is identified, consideration should be given to the most appropriate method for completing this need, taking resources into consideration. Cygnets may provide financial assistance to those undertaking formal qualifications however, providing financial assistance will be dependent on staff being up to date with all required mandatory training. The decision communicated on funding courses will be final and made by the manager in conjunction with the committee. CPD requirements are drawn together and presented to the committee and manager, who at times may suggest alternative methods of completing these needs.

Monitoring and evaluating CPD

Evaluation is important as it should be used to ensure that the learning has worked or has a measurable impact. On completing CPD all staff are required to provide an evaluation and impact of the CPD in our ongoing SEF document. Staff may be expected to report back to both the manager and the committee any actions to address to share the knowledge gained to other colleagues within Cygnets team. Managers are also asked to report on the effectiveness of training through the supervision process, reporting relevant information to the committee when asked.

4. STAKEHOLDER CONSULTATION

This policy and associated guidance was created following consultation with the Committee, and Cygnets Leadership Team.

5. MONITORING AND REVIEWING

- 5.1 The manager will evaluate its provision by verbal feedback, questionnaire, focus groups and self-assessment, and will review practice thereafter.
- 5.2 As part of Cygnets Pre-school's continued commitment to training and development employees are required to provide feedback on the value and effectiveness of the training and development they undertake.
- 5.3 The Policy will be reviewed and renewed in line with other policies within our policy document

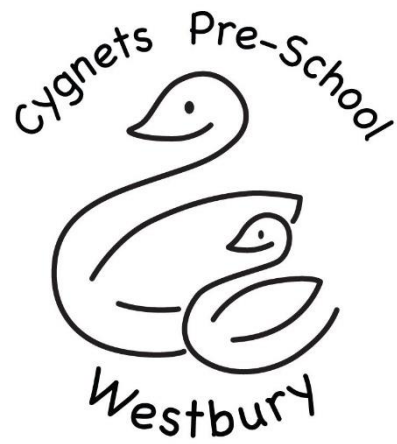
6. RELATED POLICIES AND PROCEDURES

There are a number of related policies and procedures that underpin the Continuous Professional Development Policy.

- [Supervision policy](#)
- [Induction process](#)
- [Probation Policy](#)
- [Capability Policy and Procedure](#)

7. EQUALITY IMPACT ASSESSMENT

intentionally or unintentionally) any of the protected characteristics of age, disability, gender (including gender identity), race, religion or sexual orientation and meets our obligations under the Equality Act 2010. Therefore, this policy has no adverse impact on any of the above protected groups.



Cygnets Pre School Email Policy

Objective

The objective of this document is to ensure the effective and appropriate use of staff emails.

Scope

This Email section of the policy shall apply to all email messages processed by Cygnets Preschool staff using the work email addresses ending in @cygnetpreschool.co.uk.

All staff shall remember that standard email is not a secure form of communication. The messages that you send may be over networks owned by other people. A more secure method of communication shall be used, if the content of an email is sensitive or critical such that if the contents were disclosed or modified by an unauthorised person it could cause embarrassment, distress, or financial loss.

Policy Statements

- Cygnets Preschool's email facilities shall be used in accordance with:
 - Specified and published policies and guidance including e-safety.
 - All appropriate legislation
- Internet and Email usage shall be monitored to ensure compliance with policies and guidance
- This Internet and Email Policy is approved by and has the full support of the parent committee.
- Cygnets Pre-school shall ensure that employees receive continual education and training to support compliance with this policy.
- All email users shall be responsible for implementing this email policy in their areas of responsibility.

- All employees provided with internet and email facilities shall sign the Acceptable Use Policy to indicate their agreement to comply with this policy.

Email Usage Principles

The use of Cygnets Preschool's email facilities shall indicate acceptance of this Email Policy.

Cygnets Preschool provides email to assist employees in the performance of their jobs. Whilst its use should be primarily for official Cygnets Preschool business, incidental and occasional personal use of email shall be permitted, on the understanding that:

- Personal messages shall be treated the same as any other message
- Personal use of the email system shall never impact on the normal traffic flow of business-related email
- Cygnets Preschool shall reserve the right to purge identifiable personal email to preserve the integrity of the email systems.

No employee shall send, forward or receive emails that in any way may be interpreted as insulting, disruptive or offensive by any other person, or company. Examples of prohibited material include but are not limited to:

- Sexually explicit messages, images, cartoons, jokes or movie files
- Unwelcome propositions
- Profanity, obscenity, slander, or libel
- Ethnic, religious, or racial slurs
- Political beliefs or commentary
- Any message which could be viewed as harassment or disparagement of others based on their sex, race, sexual orientation, age, national origin, disability or religious or political beliefs.

All staff, administrative staff and students shall ensure compliance with relevant legislation.
Email folders shall be reviewed regularly and any non-essential messages shall be deleted.

- Internal email and other internal information shall not be forwarded to destinations outside of the Cygnets Preschool domain without the authority of the appropriate individual.
- Email users shall not forward chain letters either internally or externally. This includes those purporting to be for charity or other good causes as well as those promising wealth or other personal gain. Virus warnings shall come under the same exclusion, as most of these are false. You should refer to the manager to check the validity of such messages but shall not forward these messages to anyone inside or outside Cygnets Preschool under any circumstances.
- Emails of any kind shall not be sent to multiple external organisations without the appropriate approval of a senior staff member. This may be considered as 'spamming' which is an illegal activity in some countries.
- The individual logged in at a computer shall be the author of any messages sent from that computer. All ICT users shall log off or lock their computers when away from their desks; under no circumstances should a user send a message from somebody else's account.
- Email addresses should not be disclosed unnecessarily. Information provided in surveys or other questionnaires may lead to risks such as receiving unwanted junk messages.
- Email shall not be used to send large, attached files, unless very urgent and authorised by management. Many email systems will not accept large files and, if returned may result in overloading Cygnets Preschool's own email system. Other media shall be used, such as encrypted CD's, when sending large amounts of data.
- Emails and attachments shall not be opened unless they are from a known source. Caution shall also be exercised even if attachments are received from a known source but are unexpected.
- The facility to automatically forward emails shall not be used to forward messages to personal email accounts. Management may be able to provide solutions for accessing Cygnets Preschool's email system when working away from the office. Advice shall be sought from management if remote access is required.

- Emails shall be archived by management to meet both the school's requirements and any legal obligations.

Please note failure to comply with this policy could then lead to formal disciplinary procedures in conjunction with other policies mentioned in this document.

This document is to be reviewed annually or earlier if necessary.