



Registered Charity No 1028303

Policies & Procedures

The following Policies and Procedures are in place, and can be found in the foyer.

SEF/Aims and Objectives
Admissions Policy
Equal Opportunities policy
Settling In
Additional needs Policy and Appendix I & II & III
Safeguarding children policy
Allegations against staff
Safeguarding children information for staff
Whistle blowing policy
The use of mobile phones and cameras
Social Networking Policy
Behaviour management
Confidentiality Policy
Parental Agreements
Payment of fees policy
Emergency procedures
Health & Safety Policies and Procedures
 Safety procedure
 Fire policy
 First aid policy
 Health policy
 Medicines policy
 Nutrition policy
 Food and drink policy
 Hygiene policy
 Intimate care policy & procedure
 No smoking policy
Collection of Children and Lost Children
Procedure for outings and events
Health and safety in the workplace
Risk Assessment Procedure
Complaints Procedure
Recruitment and Selection Policy
Recruitment and Selection Procedure
Training Policy
Supervision and Appraisal Policy
Performance management policy and procedure
Security Policy on Disclosure Information
Students /Volunteers in the workplace policy
Staff behaviour policy
Staff suitability declaration
Check list for COVID 19

Reviewed August 2020 by Laura Farnham & Sharon Pugh

SEF / Aims and Objectives

What is a SEF?

Definition:- a plan covering the essential functions of your organisation, detailing specific action steps with time frames to achieving operational standards.

What is the purpose of a SEF

A SEF will detail the essential functions of an organisation and provide information, structures, policies and procedures for your setting, available to all.

Provides a document to assess, evaluate and review good practice.

What is the value of a SEF

The plan can be used: -

- As a management tool
- To produce a corporate image, offering a joined up approach, and a professional impression
- When working towards a Quality Accreditation scheme
- To compile information for the Investors in Children award
- During Ofsted inspections
- To inform parents and staff about your organisation
- So anyone can pick up your plan and see how your group functions

How to begin

Decide what sections you need to have in your SEF, you should think about what sections would suit your organisation best and how your group is going to use the SEF. It is your SEF therefore it must reflect the individuality of your setting.

Examples of the sections: -

- Policies and procedures including prospectus etc
- Premises plans/layout, particularly if a multi-use site
- Staff files including job description, appraisals, staff induction, contracts of employment
- Children's files, this section could include registers
- Timetables including activity plans
- Future plans e.g. trips, funding, new building

Please note because some of this information is of a confidential nature only the location of the information should be included in the SEF.

Start with what you already have in place, assemble the information in a logical order and identify areas where you will need to develop extra structures.

How to compile the SEF

There are numerous ways to construct the SEF, it can be as simple or complicated as you want, but it must suit your organisation and be arranged to reflect your setting.

Some suggestions: -

- A ring binder file with sections, all the relevant information is copied and filed in each section
- All sections are colour coded, the relevant information is colour coded to match, within the plan is detailed the location of the information in the setting
- A slim folder which is a cross reference document detailing the location of the relevant information

Managing the SEF

The responsibility to compile the SEF and update the information falls onto the staff working in partnership with the management committee or owners of the setting.

To bring the SEF to life and extend the SEF it is really important that information is continually added. The SEF should not be left on the shelf to gather dust but be updated regularly, developing and changing.

Summary

- Develop a working document containing all the relevant information
- Benefits to your organisation will be to provide a corporate image
- By continually reviewing, monitoring, updating and extending the SEF it will become a living document, which will benefit your organisation.



Admissions Policy

The Childcare Provision will comply with its obligations under the Race Relations Act 1976, the Race Relations Act 1976 (Amendment) Regulations 2003, the Sex Discrimination Act 1986, the Rehabilitation of Offenders Act 1974 and the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001,) The Employment Act 2002 and The Children Act 1989.

We aim to make the group accessible to all families from the local community.

- We welcome children, fathers and mothers, other relatives, other carers and people from ethnic, religious and social groups, with and without disabilities.
- We place notices advertising the group where all sections of the community can see them.
- Our waiting list is arranged in order of date of application.
- In order to accommodate emergency admissions we endeavour to keep a place vacant, if this is financially viable.
- We are flexible about attendance patterns and payment in order to accommodate the needs of individual children and families.
- A Term before a child is due to start at the group, we ask parents to pay a £5.00 deposit to secure the child's place.
- We make our Equal opportunities policy available to all
- We regularly consult with parents/carers to ensure that opening times are meeting the local need and the group stays current with the changing needs of the community.



Equal Opportunities Policy

This childcare provision is committed to equality of opportunity and recognises that people are subject to discrimination on the grounds of race, colour, ethnic or national origin, marital status, sexual orientation, disability, caring responsibilities, religious belief, age, social class, political beliefs, employment status, union membership, place of residence or whether they are HIV positive.

It is the policy of the Chesil Bank pre-school that no job applicant, employee, trainee, volunteer, member or service user receives less favourable treatment on any of these issues set out above.

The Childcare provision will comply with its obligations under the Equal Opportunities Act 2010, Race Relations Act 1976, the Race Relations Act 1976 (Amendment) regulations 2003, the Sex Discrimination Act 1986, the Rehabilitation of Offenders Act 1974, the Disability Discrimination Act 1995 (as amended by the Special Educational Needs Act 2001), The Employment Act 2002 and the Children Act 1989.

It is the Childcare provision's intention to take positive action to ensure that its Equal Opportunities Policy is implemented. The Childcare provisions Management Committee will monitor and review the effectiveness of the Equal Opportunities Policy.

We aim to:

- Acknowledge and value equally each child's individual stage, culture, religion, language, racial background, and family group.
- Actively seek to combat sexism and promote equal opportunities for girls and boys, men and women;
- Encourage equality of opportunity for children with special needs and their families.
- Achieve and maintain, within the framework of the law, a workforce that represents, as far as practical, the composition of the population and recruitment areas, including people with disabilities.

To achieve the above we will:

- Plan our programme to extend the children's experience and knowledge of other cultures, language, celebrations and festivals.
- Ensure that the activities reflect the diversity of our society, not just our group;
- Encourage children to explore in a positive way the differences and diversity of people ensuring that representatives of people are accurate and realistic;
- Positively challenge stereotypes and assumptions - racist, sexist or concerning disabilities;
- Enable adults with disabilities to take part in our group where it is safe and reasonable to so do.



Settling-in Policy

If the children are to play and learn successfully, they must feel secure and happy in the absence of their parents.

They need to be confident in the knowledge that their parents will return at the end of the session. In order to achieve these aims our policy is to:

- ask parents to visit;
- agree with parents how we will introduce and settle a child into the group;
- ensure that the individual needs of the child and family are met ;
- introduce children new to the group in small numbers over a period of time;
- to give each child the adequate time and support needed to settle ;
- encourage parents where possible to separate from their children for brief periods at first then gradually build up to longer absences
- reassure parents who are anxious about their child by giving them information about their child's activities and welfare during the session ;
- recall a parent if the child is distressed or unable to settle.
- Arrange for the pre-school play leader or a member of staff to visit the family at home, if desired, in order to gain more insight into the child's background and needs allowing the child to become familiar with pre-school adults.



Special educational needs and disabilities Policy

Aim

The Pre-school will provide a place to all children with Special educational needs and disabilities in line with the duties, policies and procedures relating to part 3 of the Children and Families Act (GB2014) and also to the associated regulations for disabled children and young people, including those with an SEN from birth to age 25.

We will provide a positive experience of learning through play. Our aim is for all children to be included in all activities. We aim to have regard to the DFES Code of Practice for Special Educational Needs and also the provisions of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs Act 2001.) We will modify the Curriculum to take account of the child's needs and this will be decided on an individual basis.

Procedures

a) Access, we will:

- Make every attempt to provide access for children with Special educational needs and disabilities.
- Assess each child's needs in terms of access and adapt our facilities as appropriate.
- We will discuss each case on an individual basis with parents and they will be able to participate fully in decisions about the support they are going to receive.
- There will be a graduated approach in identifying and supporting SEN
- For children with more complex needs, a statutory assessment process will be carried out and an education, health and care plan (EHC) set up.
- Education, health and social care will liaise planning and commissioning services jointly.
- Please see our Admissions Policy for further information.

b) Assessment, we will:

- Observe all children attending in order to identify any special educational needs that they may have.
 - We will ask for relevant detail from the Parents/Carers about any special educational needs they have identified in their child on the registration form.
- Talk to the Carer and child about what they want.
- Ascertain the needs of the child, including medical requirements.
- Discuss strengths and abilities.
- Analyse our ability to give positive care, how we utilise staff, in the physical environment, and through planning our curriculum to ensure every child reaches their full potential.

c) Support and expertise, we will:

- In discussion with parents we will contact the relevant professionals for advice and support.
- Ensure staff will work together with Parents/main Carers as partners to give day to day care and education for the child and support the Parents/Carers.
- Ensure that all children are treated individually and are encouraged to take part in every aspect of the settings activities.
- Promote positive images of those with special needs.
- Endeavour to appoint staff with experience and knowledge.
- Investigate opportunities for training of staff and volunteers, and encourage the staff team to attend training where appropriate.
- Provide SEN support in following way;
- **Assess** ~ a child's key person observes their progress and raises any concerns with the setting SENCO

- **Plan**~ Where a child needs SEN support, the key person and SENCO will discuss with the parents and decide what action to take.
- **Do**~ the key person, SENCO and parents together put the plan into action, with the SENCO bringing in expert help as required.
- **Review** ~ The parents, keyworker and SENCO monitor the child's progress, review the plan regularly and write a new one as required.

EHC Assessment and plan

If a child is not making the progress expected, or their needs are too complex for the setting to meet, the setting will request an Education, Health and Care needs assessment. Both parents and the setting are able to request the LA for an assessment.

The LA has 6 weeks to ascertain whether or not the assessment is necessary.

Local offer

From September 2014 the local authority will be required to have a "local offer" which informs parents, carers and young people with SEN or disabilities what education, health, care and other services such as transport and leisure are available in their local area. This includes childcare provision which is suitable for disabled children and those with SEN. It will also set out what information

services are available locally, how parents and young people can request an EHC plan assessment, the arrangements to resolve disagreements, including through access to mediation. The Local Offer should also cover the support available to all children and young people with SEND from universal services such as GPs, targeted services for those who need additional short term support and specialist services for those needing specialized, longer term support.

The local authority must involve parents, young people and education settings such as children's centres and early year's settings in the local offer. It must also publicly consult on the local offer, and publish the results of that consultation, including what they have done as a result of the consultation feedback. The local offer must contain provision for children and young people with SEN or disabilities from across the 0-25 year old age range. The Code encourages LAs to consider commissioning services such as Portage, or peripatetic services for children with hearing or visual impairment.

- We will pass any records drawn up by us in respect of a child to any Pre-school/school that a child moves on to. Providing that the child's parents have given their consent prior to the records being passed on.

This policy will be reviewed on an annual basis.

A child with special educational needs

SEN is defined in the 1996 education act:

"A child has special educational needs if he or she has a learning difficulty which requires special educational provision to be made for him or her."

A child has learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.

- b) Has a disability that either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.
- c) Is under five and falls within the definition at (a) or (b) above or would do so if special education provision was not made available for the child.

Recording systems

Only the following members of staff will have access to Children's records:

Sharon Pugh
Laura Farnham

The records will be kept in a locked cabinet for security purposes.

Resources

Other resources are available on loan from the EYDCP and other professional services.

Behaviour management

Please see our standard policy on this. We will discuss with the parents and relevant professionals to what extent each child should be expected to follow the rules of the setting.

Funding

Complaints

Should a parent or carer feel dissatisfied in any way they should follow the procedure laid down in the group's Complaint's procedure.

Roles and responsibilities of various members of staff

The Pre-school Leader, Sharon Pugh, will liaise with the parents/carers of the child.

The SENCO is ... Sharon Pugh

The role of the SENCO is to take responsibility for the day- to-day operation of the Group's SEN policy and to co-ordinate provision for children with SEN.

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Chesil Bank Pre-school



Safeguarding children Policy

A Child Protection Policy is required by law for all nurseries, playgroups and childcare providers. An example policy is as follows:

The Pre-school and its entire staff have a duty to be aware that abuse does occur in our society. This statement lays out the procedures that will be taken if we have reason to believe that a child in our care is subject to either emotional, physical or sexual abuse or neglect.

Our primary responsibility is the welfare and well being of all children in our care. As such we believe we have a duty to the children, parents/main carers and staff to act quickly and responsibly in any instance that may come to our attention.

The Pre-School has a duty to report any suspicions around abuse to Local Authority Children's Services (Social Care) whether this stems from allegations against staff, volunteers, carers or the general public. The Children Act 1989 (Section 47(1)) places a duty on to Local Authority Children's Services (Social Care) to investigate such matters. The Pre-School/Nursery will follow the procedures set out in the Local Authority Children's Services (Social Care) Child Protection Documents and as such will seek their advice on all steps taken subsequently.

The Pre-school will notify Ofsted if to Local Authority Children's Services (Social Care) or the Police are investigating a child protection matter related to the group.

A designated member of staff for child protection liaison will take the lead in dealing with any concerns raised initially, and will then decide whether to take advice from the Local Authority Children's Services (Social Care) or the police. If it is decided to discuss such issues with the parents/carers of the child this staff member will facilitate the discussions (although no discussions will take place if it is believed this would place the child at risk of significant harm).

An allegation of child abuse or neglect could lead to a criminal investigation so staff will not do anything that may jeopardise a police investigation, for example, ask a child leading questions or attempt to investigate the allegations of abuse.

Local Authority Children's Services (Social Care) take the lead role in enquiring about child protection issues related to the child whilst the employer retains the responsibility for disciplinary actions related to their staff member, volunteer or carer.

Definitions of abuse:

1. **Physical Abuse**

Action will be taken under this heading if the staff has reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is a definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented.

Procedure:

- a. Any sign of a mark/injury to a child when they come *into* Pre-School will be recorded by the designated member of staff for child protection liaison, discussed with the parent, and the parent

will be asked to countersign a record. (Discussion will take place unless it is believed that this would place the child at risk of significant harm)

- b. If there appear to be any queries regarding the injury MASH and/or the police will be notified

2. Sexual Abuse

Action will be taken under this heading if the staff team have witnessed occasions where a child indicated sexual activity through words, play, drawing or had an excessive pre-occupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour.

Procedure

- a. The observed instances will be reported by the designated member of staff for child protection liaison
- b. The matter will be referred to MASH and /or the police by that staff member

3. Emotional Abuse

Action will be taken under this heading if the staff team have reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child caused by persistent or severe ill treatment or rejection.



Procedure

- a. The concern will be discussed with the parent/main carer by the designated member of staff for child protection liaison, (Discussion will take place unless it is believed that this would place the child at risk of significant harm)
- b. If there appears to be any queries regarding the circumstances, the matter will be referred to the MASH and /or the police.

4. Neglect

Action will be taken under this heading if the staff team have reason to believe that there has been persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive.

Procedure

- a. The concern will be discussed with the parent/main carer by the designated member of staff for child protection liaison. (Discussion will take place unless it is believed that this would place the child at risk of significant harm)
- b. If there appear to be any queries regarding the circumstances MASH and /or the police will be notified.

5. Allegations against member of staff or volunteer

Action will be taken under this heading if allegations of child abuse/neglect are made against a member of staff or volunteer working at the Group.

However Pre School Staff/Committee **would not** investigate but would immediately seek advice from LADO 01305 221122.

Reporting a safeguarding concern

Safeguarding concerns arising in relation to employees or volunteers must be reported to that person's line manager directly or by phone.

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If the concern is about a sexual offence or serious physical assault, consideration should be given by the line manager to report the matter immediately to the police. Where the concern relates to the conduct and behaviour of the employee's immediate line manager, the employee or volunteer should immediately report the concerns directly to the Chairperson.

Initial response after a concern has been raised

Within one working day of the safeguarding concern or allegation, the line manager of the person raising the concerns will take the following steps:

- ♣ Guide the person to make, without delay, a record of what they have heard or seen, and pass this to the line manager.
- ♣ Contact their line manager and share the concerns, discuss potential immediate risks, and take appropriate steps to mitigate such risks. This includes consideration to report matters to the police.
- ♣ Brief the Chair person to seek instruction and advice.

Procedure for raising concerns about a child:

- a. The concern will be discussed with the designated safeguarding officer at the setting.
- b. Such discussion will be written down.
- c. The designated safeguarding officer will contact ChAD (Children's Advice Duty Service) (01305 228558)
- d. If there is immediate risk the police will be called

6. Prevent duty of care

Staff and committee members are aware of the Prevent Duty document – June 2015 – and have been informed that any concerns need to be referred to the Designated Safeguarding Officer or MASH

We are aware of other factors that affect children's vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation that may affect or may have affected children and young people using our provision.

Designated person

The Designated Safeguarding Officer at Chesil Bank Pre School is Sharon Pugh.

Contact details

MASH – 01202 228866

ChAD 01305 228558

Local Authority Designated Officer (LADO) 01305 221122

Dorset Safeguarding Children Board

www.dorsetlscb.co.uk

The Old House

Monkton Park

Winterborne Monkton

Dorchester DT2 9PS

01305 221192

PLEASE NOTE:

THERE ARE EXCEPTIONS TO THE ABOVE PROCEDURES. IF ANY CHILD IS THOUGHT TO BE IN IMMEDIATE DANGER, PRE-SCHOOL/NURSERY STAFF WILL CONTACT THE LOCAL AUTHORITY CHILDREN'S SERVICES (SOCIAL CARE) AND/OR THE POLICE IMMEDIATELY.

Reviewed August 2020 by Laura Farnham & Sharon Pugh



Safeguarding children Information for Staff

Are you worried about a child in your care?

All childminders, staff and volunteers running day nurseries, pre-school groups, crèches, out-of-school clubs and holiday schemes have an important part to play in helping parents care for their children. They can work with parents during times of stress offering support and respite.

Most children are subject to minor accidental injuries, but there may be occasions when you are concerned about the nature or frequency of injury. If you are concerned, you should raise the matter immediately with the designated member of staff for child protection liaison. They will then discuss the concerns with the parents/carers of the child unless it is believed that such discussion would place the child at risk of significant harm.

Any concerns of this nature should be reported by the designated staff member for child protection liaison to the Local Authority Children's Services (Social Care) office promptly where staff will advise them and can decide what action, if any, needs to be taken. The information provided by a day carer may be part of a larger picture of abuse or neglect.

Remember that an allegation of child abuse or neglect could lead to a criminal investigation so do not do anything that may jeopardise a police investigation, for example, ask a child leading questions or attempt to investigate the allegations of abuse.

Parents should be aware from your introductory leaflets, letters or posters that you are obliged to inform the Local Authority Children's Services (Social Care) of any concern you may have that a child may be at risk or has been abused. The safety of children may include a duty to share confidential information with others involved in protecting children.

It is important that day care workers understand something about child abuse and neglect, and are familiar with the procedures for reporting abuse. Your Child Care Support Officer can advise you about this, and will be able to tell you about local training opportunities. (Tel: 0845 0701007)

A few danger signs to look out for and write down

- Behaviour changes for no obvious reason.
- Bruising in unusual places – arms, stomach, around the mouth, head and back.
- Finger marks – each finger may mark or bruise the skin.
- Bite marks
- Child not using a leg or arm – it may have been broken by a blow
- Inadequate clothing for the time of year.
- Weight loss or an unexplained increase in appetite

However, the most important signs may not be those listed above, but things that you notice about a child that you know well, that make you feel concerned and uneasy. In such cases you should feel confident in the experience you have of working closely with children, and tell the designated staff member for child protection liaison who will then telephone the social services duty social worker. Take action by telephoning or calling into your local the Local Authority Children's Services (Social Care) at:

Address : Dorset County Council Colliton Park Dorchester Dorset DT1 1XJ
Telephone No ~ 01305 221000

Children's Advice and Duty Service 01305 228558

Local Authority Designated Officer (LADO) 01305 221122.

Your designated staff member for safeguarding children liaison should confirm your referral in writing within 48 hours and social services should acknowledge receipt within 1 working day, so if you have not heard within 3 working days you should contact Local Authority Children's Services (Social Care) again.

Allegations against staff

- 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 respond to any inappropriate behaviour displayed by members of staff or any other person working with the children, 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 follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- 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. We do this by first recording the details of any such alleged incident. This is carried out immediately by the / manager or whoever the Manager has appointed in charge in her absence. If the allegation is made against the pre-school Manager the Chairperson or suitably appointed committee member will be required to immediately record details of the allegation.
- We refer any such complaint immediately to the local authority's social care department to investigate. We also report any such alleged incident to Ofsted and 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 committee and children's social care agree it is appropriate in the circumstances, the Chairperson will suspend the member of staff on full pay, or the volunteer, 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.

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 DBS disclosure service <https://www.gov.uk/government/organisations/disclosure-and-barring-service>

DBS customer services

PO Box 3961,

Royal Wootton Bassett

SN4 4HF

Email: customerservices@dbs.gsi.gov.uk

DBS helpline: 03000 200190



WHISTLE BLOWING POLICY

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

Protection:

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

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

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

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

Concerns should be investigated and resolved as quickly as possible. If an employee or volunteer feels the matter cannot be discussed with the Pre-school Leader; he or she should contact the Chairperson Emma Moggeridge on 07590396787

Alternatively you can contact our Early Years Advisor Sue Wilson on 07785902286, Patrick Crawford the Local Authority Designated Officer (LADO) 01305 221122 or OFSTED (e-mail whistleblowing@ofsted.gov.uk or call 0845 404046) for advice on what steps to follow.

A charity called 'Public Concern at Work' give free and confidential advice and can help you to decide whether and/or how to raise your concerns at work first. You can call Public Concern at Work on 020 7404 6609, email helpline@pcaw.co.uk or visit www.pcaw.co.uk/law/uklegislation.htm for useful information about whistle blowing legislation.

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

This policy is also in line with our Safeguarding children Policy (Please see section 3) A Safeguarding Children Policy is required by law for all nurseries, playgroups and childcare providers. The Pre-school and its entire staff have a duty to be aware that abuse does occur in our society.

This policy was adopted at a meeting of Chesil Bank Pre-school

Held on 27.09.19

To be reviewed 28.08.20

Signed on behalf of the
Management committee -----

Name of signatory ~ Laura Farnham.....

Role of signatory ~ Committee Chair Person.....



Use of mobile phones

To protect children we will:

- Mobile phones will not be used at the setting.
- They will be kept secure in a designated cupboard during setting times
- Any staff known or seen to be using a mobile phone will be disciplined
- Any visitors to the setting will be required to store their phones along with staff in the designated cupboard
- Ensure the use of mobile phones on outings is included as part of the risk assessment.

Cameras: photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the child's first name with an image
- ensure that children are appropriately dressed
- ensure the setting's designated camera is only used in the setting or on organised outings
- ensure parents and carers are not permitted to take photographs of the children in the setting unless prior consent has been obtained by the manager for example for a special event, such as a Christmas play/sports day
- ensure that if photographs or videos of children are to be taken in the setting, the setting's own equipment will be used
- ensure all cameras used are open to scrutiny

Chesil Bank Pre-school



Social Networking Policy

Policy on the personal use by Staff/Committee of Social Networking and other third party websites

This policies intention is not to stop committee members and staff from using and conducting acceptable and legitimate activities on the internet but, will serve to flag up areas in which conflicts may arise.

The Staff and committee members of Chesil Bank Pre School are in a professional position and are responsible for the care and education of children that attend. Therefore they:-

- Should be seen to be acting as positive role models.
- Should not engage in any activities which may harm the welfare of children or adults in connection with the setting.
- Should not actively advertise any activities on the internet which could bring Chesil Bank Pre School or its associated employees and committee members into disrepute.
- It is our policy to ask staff and committee members if they have parents as friends on social networking sites, and if they do to declare.

Social Networking Sites

Social networking sites provide an excellent way for people to maintain contact with friends. However, through the open nature of such sites, it is also possible for third parties (including Chesil Bank Pre School parents) to access this information.

Social networking sites allow for comments, photographs and videos to be shared with thousands of other users. These also become the property of the social networking site when posted on these sites. Therefore it is inappropriate for work-related information to be shared in such a way, whether written or pictorial. Please refer to our Confidentiality Policy.

We acknowledge that staff and parents may correspond on social networking sites; however, matters pertaining to any preschool operations should not be relayed via the social networking site. Equally staff/committee members should respect the privacy of other staff/committee members, children, parents and carers,

We acknowledge that staff and parents may correspond on social networking sites; however, matters pertaining to any Preschool operations should not be relayed via the social networking site.

Chesil Bank Pre-school



Behaviour Management

We aim to provide a stimulating environment in which children develop self-discipline and self-esteem.

We believe in working towards managing behaviour rather than the discipline of a child.

- Clear, consistent boundaries are set regarding behaviour, taking into account the age and stage of development of the child.
- Children are made aware of the need for goals and boundaries and specific expectations for their behaviour in ways appropriate to their levels of understanding.
- Positive methods of guidance are used. We reward good behaviour and encourage respect for others.
- We encourage responsibility such as helping to tidy up
- Adults intervene and redirect, if necessary, to prevent disagreements developing that children cannot handle.
- Physical punishment is never used, neither are practices that humiliate or frighten children.
- Physical punishment is not resorted to and where restraint is unavoidable, the minimum amount is used consistent with maintaining the safety of the child and others.
- Any incidents of unwanted behaviour are handled in a calm and controlled manner
- If parents think their child is being bullied, they are requested to inform the play leader, noting if possible who, what, where and when the bullying occurred. If bullying is taking place, responses will vary from short periods of exclusion from activities to a withdrawal of privileges. In extreme cases, children may be excluded from the Provision.
- Persistent problems with unwanted behaviour are promptly and accurately recorded, then reported to parents/carers, colleagues or professionals, as appropriate, and advice sort. In extreme cases, children may be excluded from the Provision.
- It is always made clear that it is the behaviour, not the child that is unwelcome.

Training and support in behaviour management is available to staff.

We believe in:

- Praising and rewarding positive behaviour
- Providing a good role model prompting acceptable behaviour
- Discussing issues with other children
- Giving children the language with which to express themselves
- Providing a stimulating and developmentally appropriate curriculum
- Providing equipment and materials through which children can play out their feelings
- Giving attention on a one to one basis

Reviewed August 2020 by Laura Farnham & Sharon Pugh

Chesil Bank Pre-school



Confidentiality Policy

Policy

The aim of this childcare setting is to promote an environment of respect with reference to confidential information relating to the children, families or group users and the groups business.

Procedure

Committee Members will be reminded that: -

- During their term in office as a committee member, they may be party to confidential information concerning the children, families or group users, and the group's financial business. Any information which is received as a result of their position as a committee member must remain confidential to them.
- Confidential issues must not be discussed with parents, or any other individual not connected with the organisation.
- during their term of office, they must not disclose or allow the disclosure of any confidential information (except in the proper course of their membership of the committee)

Staff, volunteers and students

- A confidentiality section should be included in all staff employment contracts
- A confidentiality poster may be displayed on the notice board
- Staff, volunteers and students are given details about issues of confidentiality during their staff induction.

Parents and Carers

- Parents will have access to files and records of their own children
- Information given by Parents/ carers to the supervisor/leader will not be passed on to others without permission

Chesil Bank Pre-school



CONFIDENTIALITY

Any information that is received about the children, families or service users must remain confidential to you and the Play Leader.

Information received by members of staff, about the pre-school staff, finances or Committee must also remain confidential.

Confidential issues must not be discussed with parents, or any other individual not connected with the pre-school.

Chesil Bank Pre-school



Confidentiality Policy

Committee Members are reminded that during his or her term of office as a committee member, he or she may be party to confidential information concerning the children, families or pre-school users, and the pre-school's business. Any information which is received as a result of your position as committee member must remain confidential to you, the Committee and the Play Leader.

Information received by committee members about the pre-school staff, finances or Committee must also remain confidential.

Confidential issues must not be discussed with parents, or any other individual not connected with the pre-school.

Committee members shall not, during his or her term of office, disclose or allow the disclosure of any confidential information (except in the proper course of his or her membership of the committee)

I have read the Confidentiality Policy and acknowledge the information.

Signed (Chair)Date:/...../.....

Signed (Treasurer)Date:/...../.....

Signed (Secretary)Date:/...../.....

Signed (Committee)Date:/...../.....

Signed (Committee)Date:/...../.....

Signed (Committee)Date:/...../.....

Signed (Committee).....Date:/...../.....

Signed (Committee).....Date:/...../.....

Chesil Bank Pre-school



Parental Agreements

Partnership between the Chesil Bank Pre-school and staff working with parents and carers to meet the needs of the children, both individually and as a group.

Information given to parents:

- The play opportunity is open from 9.30am to 3.30pm to children between the ages of 2 years to 5 years and has the essential policies available for inspection by the parents.(see page one of Policies & Procedures file)
- The group will pass information to parents via the notice board, letters home and e-mail (if appropriate) on a regular basis and prompt action will be taken if any concerns are raised.
- Staff details and information about activities are available on request.
- All fees will be paid in advance to the play leader, if fees are unpaid for half a term the committee will ask for complete payment and the child may be excluded from the group until payment is received. In cases of hardship parents are advised to discuss the situation in confidence with the chair of the committee.
- Parents are expected to participate on the management committee or as a volunteer (if appropriate).
- All parents/guardians of children using the group are requested to be supportive to the supervisor and the management group.
- Children should be collected promptly at the end of a session.
- Children are not allowed to leave the play opportunity, unless accompanied by their parents/guardian or nominated other adult.
- If a parent/guardian is unable to collect his/her child/children, they must inform the supervisor of the nominated other responsible adult. No child will be allowed to leave the premises with person or persons unknown.
- Parents are requested to behave in a polite and appropriate manner when dropping off or collecting their children. Failure to do so could lead to their children being excluded from the group.
- Persistent disruptive behaviour by a child would result in the incident(s) being reviewed and an action plan developed. In extreme circumstances the child may be excluded from the group.
- Any problems that cannot be satisfactorily resolved between parents and staff may be referred to the management committee, in line with the organisations complaints procedure.
- All staff are aware of the need to maintain confidentiality about matters concerning families and children.

- Records will be kept containing details about the child, including relevant health, religion and diet information, parents and /or emergency contact details, child protection records if applicable and any appropriate signed consent forms. It is the Parent's responsibility to update the relevant information as and when necessary i.e. contact details, medication needs (and to particularly inform the Pre-school if the child has been given new medication at any point before coming into Pre-school.) Parents have access to all written records about their child/children.
- We will pass any records drawn up by us in respect of a child to any Pre-school /school that a child moves on to. Providing that the child's parents have given their consent prior to the records being passed on.

I have read the parental partnership agreement and acknowledge the information.

Name

Signed

Date

Chesil Bank Pre-school



Emergency procedures

In the event of a fire:~

Where possible the Preschool leader will collect the register (and a mobile phone from the secure cupboard). All other staff members and parents on duty will escort the children through the fire exit in a calm and sensible manner. We will then assemble on the far side next to the shed where the Pre School leader will take the register. The Emergency services will be contacted immediately.

In the event of a child's medical emergency:~

In the event of a child's medical emergency, the emergency services or 111 will be immediately called. Furthermore, parents will also be contacted straight away.



Health and Safety Policies and Procedures

Health and Safety Policy

The Committee of the Chesil bank pre-school in acknowledging their duties under the Health and Safety at Work Act have produced the following Health and Safety statement:

The committee will ensure as far as practicable the health, safety and welfare at work of all staff, students and volunteers and all persons within the premises for which the committee is responsible.

Safety Procedure

The nominated Health and Safety officer is Marj Hutchings

Nominated Health and Safety officer to carry out a Risk Assessment on a regular basis making a written record of any action required. Also being responsible for reporting to the Health and Safety Executive (HSE) under the duties imposed by The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) contact phone number 01202 667219.

Fire Policy

We aim to ensure the safety of staff and children against the risk of fire and will do all in our power to prevent such an occurrence.

Fire Procedure

The nominated Fire officer(s) is Marj Hutchings

The nominated Fire officer(s) to ensure that fire drills are carried out every [half term](#).

The nominated Fire officer(s) to check smoke detectors and fire control equipment every [half term](#) and record this in a logbook.

The procedure to be followed in the event of a fire will be displayed where staff, parents and children can read it.

Chesil Bank Pre-school



First Aid Policy

We aim to minimise any pain or discomfort suffered by a child or member of staff whilst in our care and will do all in our power to make them comfortable as quickly as possible.

First Aid Procedure

The appointed person(s) for First Aid is/are Laura Farnham/Sharon Pugh/Marj Hutchings

He/she will ensure that the First Aid box is kept well stocked, is checked and re-filled every **half Term**.

The appointed person(s) for First Aid will attend an appropriate course every **3 Years** so as to ensure they remain up-to date on first aid methods.

The appointed person(s) for First Aid will ensure a written note is made of any accidents in the accident book and that parents sign against this when collecting children to confirm they have been informed.

Parents are to provide written detail of any illnesses or conditions, which the children suffer on a permanent basis together with, appropriate medication and instructions on how to administer e.g. asthma inhalers.

Parents are to provide a list of any medication the child is allergic to.



Health Policy

Health Policy

We aim to provide a healthy and safe environment for the children and for the staff to work in. We will do all in our power to prevent the spread of infection and to promote good health.

Health Procedure

Infection in a Pre-school can spread rapidly, not only amongst children, but also staff.

Parents are required to keep their children at home if they have any infection and to inform the Pre-school play leader as to the nature of the infection to enable other Parents to be alerted.

Any child who is obviously unwell on arrival at Pre-school will not be accepted. If your child becomes unwell during the course of the day you will be contacted and, if necessary, asked to collect. If we are unable to contact you personally we will of course telephone the other numbers that you have given us as alternatives and make the child as comfortable as possible until somebody is able to collect them. It is therefore essential that you keep our emergency contact numbers up to date.



Chesil Bank Pre-school

Health Policy (cont'd)

The following procedures must be adhered to:

- **Gastric Upsets** – Children must be excluded from the Pre-school for 24/48 hours after the last attack of Diarrhoea or sickness.
- **Conjunctivitis** – Children must not return to pre-school before the course of treatment has finished and the eye/s are clear from infection.
- **Fever / Throat Infections** – 24 Hours after the fever has gone down.
- **Head Lice** – Any child who has head lice must not return to the Pre-School/Nursery until they have been treated.
- **Impetigo** – Exclusion is necessary until there is no new blistering or no new crusts are forming
- **Chicken Pox** – Minimum period of exclusion is 5 days from the onset of rash.
- **Verrucae** – Children do not need to be excluded, but the verrucae must be covered with a rubber sock, waterproof plaster or clear nail varnish when the foot is going to become wet or damp.
- **Measles** – Minimum period of exclusion is 5 days from the onset of rash.
- **Meningitis** – Children can return to Pre-School/Nursery as soon as they feel well enough.
- **Mumps** - Minimum period of exclusion is 5 days following onset of swelling
- **Whooping Cough** - Children can return to Pre-School/Nursery 5 days after starting antibiotics.

All infectious illnesses must be reported to the Pre-School play leader who will advise on the exclusion period necessary, and inform other parents. (This also applies to all staff)

This particularly applies to German Measles, as this can be extremely harmful to expectant mothers.

If you would like more information on symptoms and incubation periods of any infectious illness please speak to staff.

In case of an emergency the Pre-school reserves the right to remove a child to Hospital. Please refer to Parent Contract.

Chesil Bank Pre-school



Medicines Policy

We will not administer any medicines without specific written instructions from the parent. We will, however, administer sun-cream and nappy cream if necessary unless parents instruct us otherwise.

Medicines Procedure

We will administer medicine to control the effects of a non-serious illness or where a doctor has prescribed medication but only after receiving prior written instructions and consent from the parent.

Each time medication is given to a child a written record will be kept of this together with a witness' signature.

Chesil Bank Pre-school



Nutrition Policy

We aim to promote healthy eating within the pre-school through projects we do with the children, through communication with the children's parents/carers and the structure of the day at the pre-school.

We are committed to equality of opportunity (please see our Equal Opportunities policy), and plan our programme to extend the children's experience and knowledge of other cultures, celebrations and festivals, to include the different foods eaten.

We try to make the children aware of the different food groups and the need for a balanced diet through play and discussion.

Our registration form, which is completed by parents in respect of every child, asks the parents to record if the child suffers from any allergies (including food intolerance) and whether the child has any special dietary requirements (e.g. vegetarian, religious, cultural, medical).

Water and or milk is available for the children at all times and where snacks or meals are provided for the children staff try to ensure that these are both healthy and nutritious.

We request that parents support us in our healthy eating aims when providing packed lunches for their children in the following ways:

- Pack food in a lidded container (preferably an insulated one as we have no means of cold storing the packed food) with your child's name on it
- Pack drink in a non-breakable container with your child's name on it
- Avoid any foods such as crisps, chocolate, sweets or fizzy drinks or any other foods with high levels of additives/colourings (some children are highly sensitive to these ingredients which can severely affect their behaviour and/or make them sick)
- Avoid any foods with a nut content as children with a severe allergy to nuts can suffer extreme reactions even via indirect contact.
- Fruit or vegetable and dairy snacks are encouraged

We are of course conscious of parental choice and where possible will comply with parent's wishes regarding the above.

We aim to promote hygiene by getting the children to wash their hands before snacks or meals (for further information please see our Health and Safety policy) . We try to make snacks and meals sociable occasions with the children sitting down together in small groups. We also ask our staff when eating with the children to adhere to this policy.

Any uneaten food will be left in the children's lunch boxes so parents can then see what the child has or has not eaten.

Chesil Bank Pre-school



Food and Drink Policy

Any snacks and meals provided will be nutritious and as varied as possible. We also aim to reflect the multicultural and religious backgrounds of the children, and where possible to comply with parent's wishes. We try to make snacks and meals sociable occasions with the children sitting down together in small groups.

Water is available for children at all times.

Food and Drink Procedure

Staff preparing food for the children will do so according to the basic food hygiene rules.

- The fridge will be checked on a daily basis and the temperature will be logged.
- Where necessary children's packed lunch food to be kept chilled ie yogurts, dairy and meat will be stored in the fridge for children until lunch time or with ice packs
- All chilled food will be stored at the required temperature on the labels e.g. Below 5°C.
- Fresh food stored on the premises will have the best before dates checked and will be kept in the appropriate place in the fridge.
- Fresh and frozen foods will be cooked at the appropriate temperatures and probe checked to ensure it reaches the required temperature before serving.
- Where food is being prepared the appropriate boards will be used for the food type,
- Milton or similar will be used to clean all kitchen surfaces and to ensure cross contamination does not occur.
- Cleaning materials and other dangerous materials are stored out of children's reach.

Children do not have unsupervised access to the kitchen.

When children take part in cooking activities, they:

- are supervised at all times
- understand the importance of hand washing and simple hygiene rules
- are kept away from hot surfaces and hot water; and
- do not have unsupervised access to electrical equipment such as blenders etc.

Staff and children will wash hands before touching food.

Children are not to swap food with others in case of food allergies.

Parents are to provide written detail of any food allergies suffered by the child

Kitchens to be kept clean and tidy

Rubbish bins to be emptied regularly

Pre- school staff will also keep parents informed of good food practice for children.



Hygiene Policy

Hygiene Policy

We aim to provide a clean and hygienic environment for the children and staff, which minimises the spread of infection.

Hygiene Procedure

Toilets are to be checked regularly and cleaned if necessary.

Staff and children are to wash their hands after going to the toilet and before handling food.

Regular checks to be carried out on any sand pits and the sand changed when appropriate.

A cleaning routine to be followed throughout the day to ensure the premises and equipment is kept hygienic.

Food and drink to be offered as frequently as each individual child's needs requires.



Intimate care policy and procedure

Intimate care involves areas of personal care, which most people normally do for themselves but some are unable to do because of impairment or disability. We aim to provide intimate care to children with special needs, which acknowledges the responsibilities and protects the rights of everyone involved. We believe that children have the right to be treated with sensitivity and respect, and in such a way that their experience of intimate care is a positive one. We acknowledge that it is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible. We also believe that every child should be encouraged to have a positive image of their own body. We aim to provide guidance and reassurance to staff, and protect the rights and well being of children.

Procedure

We will liaise closely with parents/guardians of children with special needs to obtain as much information as possible in order to make the process of intimate care as comfortable as possible. We will endeavour to take all of their individual concerns into account. We are conscious that this is a sensitive issue and will ensure all of our staff be made aware of our confidentiality policy. We believe that information on intimate care should only be communicated by sealed letter, personal contact or by telephone between parents/guardians and the member of staff concerned.

We will ensure that all staff be familiar with the normal precautions for avoiding infection and that they are aware of our hygiene policy and procedure.

We will encourage our staff to take part in any appropriate training whether that is internal or external training, and we will endeavour to provide supervision and induction of all staff.

We will endeavour to ensure privacy appropriate to the child's age and situation when carrying out intimate care.

We will allow the child to care for themselves as far as they are able to, and encourage our staff to promote appropriate use of toilets and associated skills.

We will be aware of and responsive to the child's reactions, and provide reassurance whenever this is required.

It is not normally practical from the point of view of staffing resources, for there to be two members of staff involved in intimate care of one child, and also this will not assist the privacy of the child. We will, wherever possible though, advise our staff to inform another member of staff when they are going to undertake intimate care of a child. We will also ensure that all of our staff be made aware of our safeguarding children policy.

The above policy will be reviewed regularly and the procedure monitored and evaluated.

Chesil Bank Pre-school



No Smoking Policy

We do not wish to encourage children to smoke in any way or think that it is a healthy practice.

No Smoking Procedure

No smoking is permitted inside or outside the building by parents or staff.

No smoking signs to be displayed prominently.

Should staff/parents wish to smoke then this should only occur in any given break time outside away from the building and not in view of the children.



Late Collection of Children and Lost Children Policy

We will do all in our power to look after and supervise children whilst in our care. It is, however, essential that children be collected promptly after each session.

Late Collection of Children, or un-collected children.

All parents must complete a registration form before their child starts at the organisation giving two/three emergency contact telephone numbers that must be kept up to date.

Parents must also state in writing who is to collect the child after each session and inform us if there is to be any change in advance.

Updating information on the registration form: it is essential that important information on the registration form be kept up to date.

Parents must inform the organisation in writing immediately of any important changes to:-

- domestic arrangements which could affect collection of the child e.g. a court order in respect of the residence of the child or who the child is able to have contact with.
- parental responsibility agreement
- home/ work telephone numbers

These details need to be amended immediately on the registration form.

On occasions when parents are aware that they will not be at home or in their usual place of work, they must leave alternative numbers accordingly with the pre-school manager prior to the event so that additional numbers can be added to file and staff can be informed.

At the end of every session, we will ensure that all children are collected by a parent, carer or designated adult in accordance with the specific information recorded on the registration form.

In the event of a parent being unduly delayed for a period of time longer than fifteen minutes after the end of any session the following procedure will be activated:

- The manager will be informed by the staff of the late collection.
- The manager or key worker will try to call the contacts registered for the child, to ascertain the reason for initial delay and expected time of collection.

- Whilst waiting for collection the child will be supervised by a minimum of 2 members of staff at all times.
- If after repeated attempts to call, and no answer/reply/response/acknowledgement or message received back, and a further 45 minutes has passed (1 hour total from session close), the manager will call the 'Local Safeguarding Children's Board' (LSCB) – Emergency duty manager on
- In the event of the LSCB being called and responsibility for the child being passed to them, a message will be sent or a voicemail left on parent's phone explaining the situation, there will also be a note left on the door of the setting when everyone has left with instructions for the parent to contact LSCB.
- Under no circumstances will a child be take home by a member of staff or another child's parent.
- Incidents of late collections will be recorded, the parents will also be charged a late collection fee/extra session time also. In extreme cases the child's place may be at risk at the setting.



Procedure for Outings and Events Policy

Chesil Bank Pre-school aims to provide outings and events in a safe, well planned and organised manner, which provides opportunities for the children to play, learn and have fun.

Procedure

- Chesil Bank pre-school will consult with children, parents/carers and staff before planning an event or outing
- The children's age, ability and stage of development will be considered when organising an event
- Health and Safety, including staff ratios will be maintained during the event
- Chesil Bank Pre-school will endeavour to carry out a risk assessment identifying potential hazards on the journey and at the location
- Detailed information about the event will be distributed to all Parents/carers
- Chesil Bank Pre-school will ensure that all necessary consent forms and relevant documentation are completed and returned to the group
- If appropriate the organisers may do a pre-visit to the location
- Chesil Bank Pre-school will ensure that the staff involved have the appropriate experience to organise an event



Health and Safety Risk Assessment in the workplace

Health and Safety is a crucial part of childcare practice. The Health and Safety at Work Act, 1974 protects the health, safety and welfare of workers, children, parents and the public. As a childcare worker, there is a need to be aware of the responsibilities and the standards of good practice. The recent Management of Health and Safety at Work Act 1992 has more specific regulations. They now include the basic principals of managing risk through a mixture of assessment, training and balanced control measures. There is also the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), which place duties on employers to report certain accidents and ill health at work, contact phone number 01202 667219. This information then assists the Health and Safety Executive (HSE) and local authorities to ascertain where and how risks occur and to investigate serious accidents. The HSE can then advise employers on how to reduce accidents and ill health at work.

HSE Offices

Inter City House
Mitchell Lane
Victoria Street
BRISTOL BS1 6AN
Tel: 01179 886000
Fax: 01179 262998

Priestly House
Priestly Road
BASINGSTOKE RG24 9NW
Tel: 01256 404000
Fax: 01256 404100

3 East Grinstead House
London Road
EAST GRINSTEAD RH19 1RR
Tel: 01342 334200

St Dunstan's House
201 – 211 Borough High Street
LONDON SE1 1GZ
Tel: 0171 556 2100
Fax: 01342 334222



Risk Assessment procedure

Risk assessments will be in place for the indoor and the outdoor classroom. A visual risk assessment will be carried out and recorded on a daily basis by staff.

Before undertaking any trips / visits (including walking in the local area) a risk assessment will be carried out ~ these will be reviewed annually.

All staff to ensure they have a working knowledge of the risk assessments in place.

All staff are to be aware of any measures taken to reduce identified risks.

Copies of the risk assessments are available to parents upon request.



Complaints Procedure

If a parent /carer has an issue either involving their individual child or the pre-school as a whole, they should in the first instance raise the issue with the manager of the pre-school.

If the parent/carer feels unable or unwilling to raise the matter in this way, they can approach either:

- a. A member of the committee or
- b. contact Ofsted on 0845 6014771

The procedure to complain is as follows:

- a. Any complaint regarding the pre-school should be discussed between the parent/carer and the pre school manager. Should they wish to take this matter further a formal complaint should be received in writing. Any issues raised will then be resolved and a record of the complaint and outcome will be kept.
- b. Should the matter not be resolved, the issue will be brought to the attention of the Committee who will meet with all parties involved.
- c. If the matter raised concerns a policy issue, again it should first be raised with the manager of the pre-school, who will report it to the Committee for consideration.
- c. Should the matter remain unresolved following the above procedures it should be referred to a specially convened panel consisting of a member of the Committee, the pre school manager, and an independent expert. The complaint should be submitted in writing to the panel and the person who has complained should be given the opportunity to address the panel with any additional information. The panel may also require others to submit written information for consideration.

At all points during these processes all parties involved will be kept informed of progress and the group will inform Ofsted of the outcome if they have been involved.

The Pre-school has a legal obligation to keep records of all complaints made and their outcome. These records will be available for OFSED to view.

Chesil Bank Pre-school

Registered Charity No 1028303



Payment of Fee's Policy

Prices

Morning Session 9.30am till 12.30pm	£12.00
Afternoon Session 12.30pm till 3.30pm	£12.00

Children 3yrs and over receive 15hrs of free funding per week. This can be used flexibly at one or more settings.

A funding form will be given to each parent with a child entitled to the funding each term.

This form must be signed and returned to us before any funding can commence.

Any extra sessions over the 15hrs will be charged at the above rate.

Procedure

- Parents will be asked to indicate on a termly basis which sessions they wish their child to attend
- Bills will be given out the first week of term
- Monies are to be paid within 2wks of this date
- A reminder will be sent if monies are outstanding after two weeks
- If monies are still outstanding after three weeks the child may be unable to attend further sessions until the payment has then been received.
- Parents are asked to speak with the Pre-school leader or member of the committee (contact details on notice board) in confidence, if they have genuine difficulties paying the bill.
- Chesil bank pre-school are happy to accept staged payments

Payment

Chesil bank pre-school accepts cash, cheque, online payment and childcare vouchers.

Chesil Bank Pre-school



Recruitment and Selection Policy

Recruitment and Selection Policy for Chesil Bank Pre-school

Chesil bank pre-school will evaluate and review every vacancy and is committed to equality of opportunity and non-discrimination in its recruitment and employment practices and aims to ensure that employment and progression within its organisation are determined solely by application of objective criteria and personal merit.

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 for interview based on their skills, qualifications and experience. Applicants will be short listed based on their skills, qualifications and experience, then asked to attend for an interview.

No job applicant, trainee applicant, employee or trainee will be treated less favourably than another.

If appropriate checks reveal that a person has a previous conviction, this childcare provision will comply with the Criminal Records Bureau (CRB) Code of Practice when receiving such information. We will consider all of the circumstances before making a recruitment decision including our duties under the Criminal Justice and Court Services Act 2000, the Rehabilitation of offenders Act 1974, the Education Act 2002, and the Race Relations Act 1976 (Amended) Regulations 2003.

Advertising

In the interests of Equal Opportunities the pre-school will ensure that all job vacancies are advertised in a wide variety of places, on the pre-school notice board and the local press to attract applicants from all of the community.

Wording of the advert will communicate clearly the organisations specific requirements and not use discriminatory language, unnecessary jargon or superfluous details.

Interviewing

The pre-school will shortlist candidates against the job specification, and invite them to attend for an interview. It will do all in its power to provide any special facilities at the interview requested by a candidate, prior to that date, to prevent any discrimination. The childcare provision will avoid making biased judgements and select the best candidate for the job.

Employing staff

Chesil Bank Pre-school will ensure to instigate checks and references, notifying the registering authority about staff appointments and prepare an induction package.

Reviewing the policy

Recruitment, selection, employment procedures and practice will be kept under review annually to ensure that individuals are recruited, selected, trained and promoted on the basis of their abilities, merits and the requirements of the job.

Chesil Bank Pre-school



Recruitment and Selection Procedure

- Assess the vacancy and compile the job description and person specification for the position
- State each post and job specification and what will be included in the advertisement ~ include advert for next time.
- Advertise and shortlist applicants against the job description
- Persons need to be consistent with the spec list for the interview.
- Interview for the vacancy in line with the organisations recruitment and selection policy.
- Ensure you have questions ready for the interview; also let individuals know how and when you will let them know the outcome.
- Ensure the applicant has the relevant training, qualifications and experience and or time at the setting.
- Apply for references, personal references and health reports
- Apply for Police checks, check PoCA list and Dfes list 99 or if your organisation is registered with Ofsted, notify Ofsted who will issue you with the unique reference number necessary to do the checks through Criminal Records Bureau
- Ensure the applicant has the relevant training, qualification and experience
- Check applicants identity with appropriate documents, e.g. Birth Certificate, Passport
- Establish applicants' identity, if the name has changed e.g. Marriage Certificate, divorce details, deed poll documentation
- Confirm that the person is eligible to work in the UK, e.g. National Insurance Number or P45, P46, P60 or work permit
- Await clearance from the registering authority and have copies of the relevant references, before setting the start date
- Ensure the new employee is aware of the 12 week probationary period
- Prepare an induction programme for the new staff member

Chesil Bank Pre-school



Training Policy

It is our aim to provide opportunities for training for all our staff and volunteers. The pre-school aims to financially help and support all staff access training whenever possible.

The training may be:-

- in-house training, keeping current with information on a wide variety of issues
- informal workshops to update knowledge or skills
- working towards a recognised qualification e.g. National Vocational Qualification.
- other training

Within the childcare provision budget is an allocation towards training costs,

If a member of staff decides that they would like to undertake training and needs to access financial support from the childcare provision, then the management committee requests that the staff member writes to the committee giving full details of the training. The request should be made before the training commences and include all expected costs. The committee will then look at each application and make a decision as to how much the childcare provision is able to contribute towards the training costs.

However the Pre-school must make it known that should an individual cease to offer their services or leave employment at the setting, then repayment of any sums paid in excess of £200.00 towards training costs of an individual course e.g. N.V.Q. course, will be required. This will take the form of a sliding scale as follows:

Leaving the setting:

Within 6 months of training	Reimburse all costs met by the provision
6 months – 9 months of training	Reimburse 60% of costs met by the provision
9 months – 12 months of training	Reimburse 40% of costs met by the provision
12 months plus of training	No reimbursement necessary



Chesil Bank Pre-school

Supervision and Appraisal Policy

Statement of Purpose

Effective supervision and monitoring of all staff is essential to both individual health and well being and also in encouraging personal and professional development. The quality of provision is enhanced when practitioners have the right skills and qualifications to work to a high professional standard.

Research into motivation consistently shows that good managers do three things with their staff.

- Communicate with their staff regularly, and discuss achievements and problems
- Set specific, achievable and stretching objectives
- Ensure opportunities for learning and development are in place for individuals.

Legislation

The New EYFS 2012 states that it is a requirement which requires all settings to implement a supervision policy. Also, a number of employment acts and regulations influence how this must be provided, including:

- Employment Relations Act 1991
- The Employment Act 2002
- All legislation pertaining to discrimination and equal opportunities
- The Working Time Regulations 1998
- Part-Time Workers (Prevention of less favourable terms Regulations 2000)
- Health and safety at Work Regulations 1999.

The aims of managerial supervision

Managerial supervision should support, direct and monitor the work as well as encourage personal and professional development of the individual.

It is an agreement between the staff member and manager to carefully examine work progress.

Supervision enables the supervisee to:

- review their work
- examine performance and discuss good practice
- prioritise their workload
- review targets set in appraisal
- explore methods of working practice
- plan and evaluate
- improve effectiveness and performance
- apply pre-school policies
- identify training needs
- raise any individual work related concerns
- discuss equal opportunities issues

The purpose of managerial supervision is to:

- ensure that staff are aware of what is expected of them
- increase the effectiveness of the staff member and their work
- review agreed targets set in appraisal, or other work target action plans
- provide a means through which accountability can be achieved
- identify training needs and assist staff with their continuous professional development (CPD)
- ensure health and well being at work issues are addressed
- ensure staff operate in an anti-discriminatory way, and in line with organisational and professional codes of practice

Supervision is a regular meeting between the supervisor (e.g. leader/deputy) and supervisee to meet organisational, professional and personal objectives.

Supervision forms a key element of individual performance management.

It supports the induction programme (for newly appointed workers) and is the foundation on which appraisal is built.

Supervision agreements

Arrangements for supervision will be outlined in the supervision timetable and be held with the leader and will be subject to a written individual supervision agreement. A written record of each formal session will also be recorded.

Individual supervision meetings will be held once a term for a minimum of 15 minutes, one of which will be longer and form part of the annual appraisal between staff member and pre-school Leader (see Performance management Policy)

Roles and responsibilities of the Supervisor;

The supervisor's role is to provide the supervisee with guidance, advice, support, and feedback. This should be done by way of agreed supervision meetings.

Roles and responsibilities of the Employee/Supervisee;

The supervisee's role is to look at the progress of their work, provide information, highlight difficulties they are experiencing, test out ideas, feel supported and valued, give and receive feedback.

Recording supervision meetings

The recording of supervision sessions is the responsibility of the supervisor. Records will detail any decisions that have been made, the reasons for these, agreed actions including who will take responsibility and the timescale for carrying out these actions.



Performance management Policy

Performance management will take place on an annual basis in the winter term. The performance management of staff will be undertaken by the Pre School leader for the deputy leader and other staff members and by the Pre School Chair or another member of the committee.

All staff are encouraged to be self reflective and a self evaluation questionnaire will be used.

All staff will need to agree two objectives (one of which shall support the Pre School development plan)

Chesil bank Pre School will support staff in meeting their chosen objectives by encouraging them to attend in house or external training.

These meetings will remain confidential but objectives with the Pre School leader and the committee.

The SEF and performance management objective agreed with staff will form the basis of any training requests.

Performance management will not be used in any decisions regarding pay awards for staff.

The Pre School leader will also carry out half termly supervision for staff members enabling them to discuss any issues concerning them or for them to be able to reflect upon their practice.

Performance management procedure

The Pre School leader / Pre School Chair will meet with staff on a 1:1 basis during the winter term.

All staff will be asked to fill in a “self evaluation” questionnaire prior to their performance management meeting.

The previous years objectives will be reviewed and staff are expected to bring evidence to show how far these objectives have been met.

Objectives for the coming year will be agreed upon and these will be reviewed at agreed milestones by the Pre School leader / Chair of the Pre School.

Member of staff and Pre School leader / Pre School Chair will sign and date performance management record sheet.

Chesil Bank Pre-school



Security Policy on Disclosure Information

As a Provision, we will when recruiting new staff need to carry out a check through the CRB to help assess the suitability of applicants. We will do all in our power to comply with the CRB Code of Practice and the Data Protection Act when handling, using, storing, retaining and disposing of Disclosures and Disclosure information (i.e. the information we receive from the CRB).

Our aims

Storage and Access

Disclosure information will not be kept on an applicant's personnel file but will be kept separately and securely in lockable, non-portable, storage. Access to this will be strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

We aim to comply with section 124 of the Police Act 1997; i.e. Disclosure information will only be passed to those who are authorised to receive it in the course of their duties. We will keep a record of all those people to whom Disclosure information has been revealed and we understand it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Using

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

Retaining

Once a recruitment decision has been made, we will not keep Disclosure information for any longer than is absolutely necessary (i.e. not normally longer than 6 months.) If we do need to keep the information for a longer period we will contact the CRB about this.

Disposing

When we have finished with the Disclosure information we will immediately destroy it in a secure manner i.e. by shredding, or burning. We understand that we may keep a record of the date of the issue of the Disclosure, the name of the applicant, the type of Disclosure requested, the position for which the Disclosure was requested, the unique reference number of the Disclosure, and the details of the recruitment decision taken.



Chesil Bank Pre-school

Students /Volunteers in the workplace policy

- Introduction to staff and tour of setting, introduce staff members.
- Ask about previous experience and what they hope to gain from Chesil Bank Pre School. Explain what we expect from them (punctuality, respectful to the children and other members of staff and parents, use appropriate language) and that it is their job to liaise with the leader/deputy regarding activities/ work to be carried out.
- Explain the usual routine of the setting, making it clear what is expected of the student/volunteer during the course of the session.
- Aims and goals of the setting. Mention the early years foundation Stages ~ so the student is aware of the curriculum and what the setting is doing with the children.
- Fire drill. Explain how the bell is rung.
- Show them the exits and explain what they should do.
- Location of First Aid Boxes and Accident books ~ explain that they should report any accidents to either the leader or the deputy. This refers to accidents that they might have, as well as accidents they may observe a child having.
- Explain about confidentiality in the setting and ask them to sign the confidentiality agreement.
- Show them where the toilets are; also let them know that there is a no smoking policy at the setting and within the building.
- Give them a prospectus explaining about the setting and also draw their attention to the policies and procedures of Chesil Bank Pre-School.
- Introduce them to the person that will act as their mentor; encourage them to ask questions and hope they enjoy their time at the setting.

Whilst at Chesil Bank Pre-School you will have access to confidential information including details regarding children and their families. You will be expected to keep all such details confidential.

Signed Name (block capitals).....

Date.....

Staff Behaviour Policy

Chesil Bank Pre-school expects all members of staff to follow our **Staff Behaviour Policy**, which sets clear guidance on the standards of behaviour required from our staff and volunteers. The guidance aims to encourage staff to meet the highest possible standards of conduct. Pre-school staff are in a position of trust and influence as role models for the children in their care, and as such must demonstrate behaviour that sets a good example to all users of the setting.

All pre-school staff and volunteers also have a responsibility to maintain their reputation and the reputation of the pre -school, both during and outside of working hours.

Behaviour

Our staff team are ambassadors for Chesil Bank Pre-school and we expect them to conduct themselves professionally at all times. Staff should treat anyone attending the pre-school (children, parents/carers and visitors) courteously and with respect. We also expect staff to value all of the children in the setting as individuals.

Swearing and abusive behaviour are not tolerated from anyone at the pre-school. If any member of staff exhibits such behaviour they will be subject to the pre-schools disciplinary procedures.

Dress code

Whilst working at Chesil Bank Pre-school, staff will need to help to set up and pack away the setting, prepare food, facilitate craft activities and engage in physical activities with the children. The clothing and footwear worn should be chosen accordingly, taking into account comfort, health and safety, and practicality. Revealing or excessively tight clothing is not acceptable.

Confidentiality and social media

Staff must not pass on any information about children attending the pre-school, or their parents and families, to third parties without their permission. The only exception to this rule is information sharing with specific external agencies if there is a safeguarding issue. ('Third parties' includes other parents, friends, other children at the pre-school, the press, etc.)

Posting any material relating to the pre-school or its users on social media sites (unless *expressly* permitted by the Group Leader) is forbidden. Any staff who breach this rule will face disciplinary action.

Use of mobile phones and cameras

Staff personal mobile phones must be kept in the basket in the kitchen, during working hours.

If a member of staff needs to make an urgent personal call they are able to use the preschool phone.

If a member of staff has a family emergency or similar and needs to keep their mobile phone to hand, they must obtain prior permission from the Group Leader or Deputy. We do request that staff use the pre-school phone number as a main contact in case of emergencies such as schools needing to get in contact or a family member needing to speak to them urgently, whilst they are working Staff may only use the pre-school camera to take photographs of children in the setting Staff must **never** use their personal mobile phones or cameras to take photographs in the pre-school during working hours. Doing so will be considered gross misconduct and may result in instant dismissal

Smoking, alcohol and drugs

Staff are not permitted to smoke anywhere on the pre -school premises, including the outside play areas.

Staff are not permitted to bring alcohol or illegal drugs onto the premises. If a member of staff arrives at work under the influence of alcohol or drugs they will be asked to leave immediately and disciplinary action will be taken. If a member of staff is taking prescription drugs which might affect their ability to function effectively, they must inform the Group Leader immediately. Any prescribed medication needed by a staff member whilst at the pre-school, must be stored safely in the kitchen, out of reach and sight of the children attending the Club.

Gross misconduct

Staff will be dismissed without notice if they are found to have committed an act of gross misconduct. Examples of gross misconduct include, but are not restricted to:

- Child abuse
- Failing to comply with health and safety requirements
- Physical violence
- Ignoring a direct instruction given by the manager
- Persistent bullying, sexual or racial harassment
- Being unfit for work through alcohol or illegal drug use
- Theft, fraud or falsification of documents
- Being disqualified under the terms of the Statutory Framework for the Early Years Foundation Stage (Section 75 of the Childcare Act 2006) or the Children's Act 1989.

The Group Leader and Chairperson will investigate the alleged incident thoroughly before any decision to dismiss is made.

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2014): Safeguarding and Welfare Requirements: Child Protection [3.4-3.8], Suitable people [3.11, 3.13, 3.19] and Disqualification [3.14-3.16], Safety and suitability of premises, environment and equipment [3.56], Information and records [3.70]*

Staff Suitability Declaration

I understand my responsibility to safeguard children and young people and am aware that I must notify the nursery manager of anything that may affect my suitability, working with young children.

I will ensure I notify the nursery manager immediately of any changes to my situation.

I am aware that if I am taking medication on a regular basis I must notify the nursery manager. I am aware that I will need to seek medical advice to confirm that the medication is unlikely to impair my ability to look after children and I must keep the medication in a safe place, out of the reach of children at all times

I will ensure that I notify the nursery manager if I experience any health concerns, which could affect upon my ability to work with children.

I understand that I must not be under the influence of alcohol or any other substances which may affect my ability to care for children.

Signed..... Date.....
(Name in block capitals).....

Nursery Manager (signature)..... Date.....
(Name in block capitals).....

Checklist for Early Years and Childcare Settings

Settings should ensure processes are established to manage the following:

Children's arrival at the setting	On arrival at the setting it is reasonable to ask if parents, children or any member of the household have any of the symptoms of Covid19 (high temperature or a persistent cough).
	If the answer is yes, they should not be allowed to leave their child at the setting.
	Remove coats before entering the room and store apart if possible.
	Wash hands thoroughly on arrival at the setting, when changing rooms and before eating.
	Check children's temperatures if possible (37.8 degrees Celsius or above is considered a symptom).
	Encourage children to avoid touching their face, eyes, nose, and mouth.
Play and Learning	All children coming to the setting should avoid all non-essential public transport travel, and outside of setting hours, minimise social interactions, as per the <u>national guidelines</u> ;
	Implement social distancing where possible: <ul style="list-style-type: none"> • Small group sizes • Ask parents to leave the site promptly after dropping off children
	Minimise the resources available to those that can be cleaned effectively.
Supporting children whose parents are exposed to Covid-19 (NHS/ social care)	Ensure children wash hands regularly throughout the day, as well as before eating, after coughing or sneezing.
	Parents who work with people with Covid-19 symptoms (e.g. medical and nursing staff or social care workers) wear Personal Protective Equipment (PPE), that protects them from being exposed to the virus. PPE stock for the NHS and care homes were replenished last week. PPE delivery is continuing into this week too. Therefore, parents who work with Covid-19 suspected people, are unlikely to be exposed to the virus, unprotected.
Staffing	All staff coming to the setting should avoid all non-essential public transport travel, whenever possible and, outside of setting hours, should minimise social interactions, as per the <u>national guidelines</u> ;
If a child starts displaying symptoms	If a child begins displaying a continuous cough or a high temperature, they should be sent home to isolate as per the guidelines. A child awaiting collection should be moved, if possible and appropriate, to a room where they can be isolated behind a closed door. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. A window should be opened for

	<p>ventilation.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>If a member of staff has helped someone who displayed symptoms they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.</p> <p>If clinical advice is needed, the setting staff, parent or guardian should go online to <u>NHS 111</u> (or call 111 if they don't have internet access).</p>
Undertake regular cleaning	<p>Clean AND disinfect frequently touched surfaces throughout the day. This includes tables, chairs, resources, equipment, doorknobs, light switches, countertops, handles, toilets, taps, and sinks.</p>
	<p>Wear disposable gloves for cleaning and dispose of immediately after cleaning.</p>
	<p>Using a disposable cloth, first clean hard surfaces with warm soapy water, then disinfect these surfaces with the cleaning products you normally use.</p>
	<p>Wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning.</p>
Cleaning of electronics	<p>Regularly clean electronics, such as tablets, touch screens, keyboards and remote controls throughout the day.</p> <p>Use alcohol-based wipes or sprays containing at least 70% alcohol and dry surface thoroughly.</p>
Cleaning of clothing, towels and soft furnishings	<p>Launder items according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely. Dirty laundry can be washed with other items.</p>
Disposal of potentially contaminated waste	<p>Waste from possible cases and cleaning of areas where possible cases have been, should be double bagged and put in a suitable and secure place, marked for storage until:</p> <ul style="list-style-type: none"> • the individual tests negative; waste can then be put in with the normal waste • the individual tests positive or results not known; then store it for at least 72 hours and put in with the normal waste
Resources re Covid19	<p>Posters on general hand hygiene can be found on the <u>eBug</u> website</p>

Policy for dealing with COVID-19 within Chesil Bank Pre-school

Policy created 09/03/2020

1. Information about COVID-19
2. Preventing the Spread of Infection
3. Guidance on dealing with suspected or confirmed cases of COVID-19 at Minis
4. Guidance on dealing with children who have travelled to affected countries/regions
5. Guidance on cleaning Minis after a case of COVID-19 (suspected or confirmed)
6. Guidance to assist Professionals

Information about the virus

A coronavirus is a type of virus. As a group, coronaviruses are common across the world. COVID-19 is a new strain of coronavirus first identified in Wuhan City, China in January 2020.

The incubation period of COVID-19 is between 2 and 14 days. This means that if a person remains well 14 days after contact with someone with confirmed coronavirus, it is unlikely that they have been infected.

The following symptoms may develop in the 14 days after exposure to someone who has COVID-19 infection:

- cough
- difficulty in breathing
- fever

Generally, these infections can cause more severe symptoms in people with weakened immune systems, older people, and those with long-term conditions like diabetes, cancer and chronic lung disease. There is no evidence that children are more affected than other age groups – very few cases have been reported in children.

Reviewed August 2020 by Laura Farnham & Sharon Pugh

How COVID-19 is spread

From what we know about other coronaviruses, spread of COVID-19 is most likely to happen when there is close contact (within 2 metres) with an infected person. It is likely that the risk increases the longer someone has close contact with an infected person.

Droplets produced when an infected person coughs or sneezes (termed respiratory secretions) containing the virus are most likely to be the most important means of transmission.

There are 2 routes by which people could become infected:

- secretions can be directly transferred into the mouths or noses of people who are nearby (within 2 metres) or could be inhaled into the lungs
- it is also possible that someone may become infected by touching a surface or object that has been contaminated with respiratory secretions and then touching their own mouth, nose, or eyes (such as touching a door knob or shaking hands then touching own face).

There is currently no good evidence that people who do not have symptoms are infectious to others.

Preventing the spread of infection

There is currently no vaccine to prevent COVID-19. The best way to prevent infection is to avoid being exposed to the virus.

There are general principles to help prevent the spread of respiratory viruses, including:

- washing your hands often - with soap and water, or use alcohol sanitiser if handwashing facilities are not available. This is particularly important after taking public transport
- covering your cough or sneeze with a tissue, then throwing the tissue in a bin. See [Catch it, Bin it, Kill it](#)
- people who feel unwell should stay at home and should not attend work or any education or childcare setting
- pupils, students, staff and visitors should wash their hands:
 - before leaving home
 - on arrival at school

- after using the toilet
- after breaks and sporting activities
- before food preparation
- before eating any food, including snacks
- before leaving school
- use an alcohol-based hand sanitiser that contains at least 60% alcohol if soap and water are not available
- avoid touching your eyes, nose, and mouth with unwashed hands
- avoid close contact with people who are unwell
- clean and disinfect frequently touched objects and surfaces
- if you are worried about your symptoms or those of a child or colleague, please call NHS 111. Do not go directly to your GP or other healthcare environment
- see further information on the [Public Health England Blog](#) and the [NHS UK website](#).

Face masks for the general public, children, or staff are not recommended to protect from infection, as there is no evidence of benefit from their use outside healthcare environments.

Cleaning Routines:

Daily cleaning routines will largely remain the same, as high standards of good hygiene are currently in place. However, in areas where there are hard surfaces that are infrequently cleaned or not cleaned to a high enough standard the following will be put in place:

All frequently used hard surfaces will be cleaned with a hard surface cleaning and sanitising solution each day, this includes all door handles, number pads on doors, door release buttons, light switches, key boards/ mouse, telephones, office desks, printers, phone and money safe, banisters.

Hand Washing Routines:

To ensure the staff, children, parents and visitors are washing their hands in line with the current guidelines the following will be put in place:

On arrival to Pre-school all adults will sanitise their hands in the entrance hall.

Parents must take their child to the bathroom on arrival and wash their child's hands before leaving the Pre-school.

Staff should wash their own hands before supporting a child to wash theirs.

During the day children and staff will wash their hands after going to the toilet or having their nappy changed, before meals or snacks, and when arriving back from a walk.

Chesil Bank Pre-school sing 'Soap and Bubbles' as their Hand Washing Song to encourage the children to wash their hands with soap and water, and for at least twenty seconds.

Children's guides on handwashing will go in all bathrooms.

Hands can be washed with a disposable baby wipe for very young children when returning from a walk and before any meal.

Staff must wash their hands before preparing or serving food even if wearing gloves.

Guidance on dealing with suspected or confirmed cases of COVID-19 at Chesil Bank Pre-school

What to do if child or adult becomes unwell and believe they have been exposed to COVID-19 (either through travel to a specified country or area or contact with a confirmed case)

Call NHS 111, or 999 in an emergency (if they are seriously ill or injured or their life is at risk), and if appropriate, explain which country they have returned from in the last 14 days. You can do this on their behalf if this is easier. People who become unwell should be advised not to go to their GP, pharmacy, urgent care centre or a hospital.

Whilst you wait for advice from NHS 111 or an ambulance to arrive, try to find somewhere safe for the unwell person to sit which is at least 2 metres away from other people. If possible, find a room or area where they can be isolated behind a shut door, such as a staff office or meeting room. If it is possible to open a window, do so for ventilation. They should avoid touching people, surfaces and objects and be advised to cover their mouth and nose with a disposable tissue when they cough or sneeze and put the tissue in the bin. If no bin is available, put the tissue in a bag or pocket for disposing in a

bin later. If you don't have any tissues available, they should cough and sneeze into the crook of their elbow. The room will need to be cleaned once they leave.

If they need to go to the bathroom whilst waiting for medical assistance, they should use a separate bathroom if available.

Make sure that children and young people know to tell a member of staff if they feel unwell.

What to do if a case of COVID-19 is suspected in the Pre-school

If anyone has been in contact with a suspected case in a childcare or educational setting, no restrictions or special control measures are required while laboratory test results for COVID-19 are awaited. There is no need to close the setting or send other learners or staff home. As a precautionary measure, the NHS are currently testing a very large number of people who have travelled back from affected countries, the vast majority of whom test negative. Therefore, until the outcome of test results is known there is no action that staff members need to take apart from cleaning specific areas and disposing of waste.

Once the results arrive, those who test negative for COVID-19 will be advised individually about return to Pre-school.

What to do if a case of COVID-19 is confirmed in the Pre-school

The Pre-school will be contacted by the local Public Health England Health Protection Team to discuss the case, identify people who have been in contact with them and advise on any actions or precautions that should be taken. An assessment of each childcare or education setting will be undertaken by the Health Protection Team with relevant staff. Advice on the management of children and staff will be based on this assessment.

The Health Protection Team will also be in contact with the patient directly to advise on isolation and identifying other contacts and will be in touch with any contacts of the patient to provide them with appropriate advice. Advice on cleaning of communal areas such as playrooms and toilets will be given by the Health Protection Team.

If there is a confirmed case, a risk assessment will be undertaken by Chesil Bank Pre-school with advice from the local Health Protection Team. In most cases, closure of the childcare or education setting will be unnecessary, but this will be a local decision based on various factors such as establishment size and pupil mixing.

What to do if children or staff in the Pre-school are contacts of a confirmed case of COVID-19 who was symptomatic while attending the Pre-school

The definition of a contact includes:

- any child or staff member in close face-to-face or touching contact including those undertaking small group work (within 2 metres of the case for more than 15 minutes)
- talking with or being coughed on for any length of time while the individual is symptomatic
- anyone who has cleaned up any bodily fluids of the individual
- close friendship groups
- any child or staff member living in the same household as a confirmed case, or equivalent setting such as boarding school dormitory or other student accommodation

Contacts are not considered cases and if they are well, they are very unlikely to have spread the infection to others, however:

- they will be asked to self-isolate at home for 14 days from the last time they had contact with the confirmed case and follow the home isolation guidance
- they will be actively followed up by the Health Protection Team
- if they develop any symptoms within their 14-day observation period they should call NHS 111 for assessment
- if they become unwell with cough, fever or shortness of breath they will be tested for COVID-19
- if they require emergency medical attention, call 999 and tell the call handler or ambulance control that the person has a history of potential contact with COVID-19
- if they are unwell at any time within their 14-day observation period and they test positive for COVID-19 they will become a confirmed case and will be treated for the infection

Family and friends who have not had close contact (as listed above) with the original confirmed case do not need to take any precautions or make any changes to their own activities such as attending childcare or educational settings or work, unless they become unwell. If they become unwell, they should call NHS 111 and explain their symptoms and discuss any known contact with the case to consider if they need further assessment.

If a confirmed case occurs in the Pre-school the local Health Protection Team will provide you with advice and will work with the management team. Outside those that are defined as close contacts, the rest of the nursery does not need to take any precautions or make any changes to their own activities attending educational establishments or work as usual, unless they become unwell. If they become unwell they will be assessed as a suspected

case depending on their symptoms. This advice applies to staff and children in the rest of the class. The decision as to whether children and staff fall into this contact group or the closer contact group will be made between the Health Protection Team, the nursery and (if they are old enough) the child. Advice should be given as follows:

- if they become unwell with cough, fever or shortness of breath they will be asked to self-isolate and should seek medical advice from NHS 111
- if they are unwell at any time within the 14 days of contact and they are tested and are positive for COVID-19 they will become a confirmed case and will be treated as such.

How to isolate an adult or child at Chesil Bank Pre-school

If an adult becomes unwell and believe they have been exposed to COVID-19:

If they become unwell in the workplace and have travelled to the affected countries the unwell person should be removed to an area which is at least 2 metres away from other people. If possible, find a room or area where they can be isolated behind a shut door, such as the meeting room at Riverside or Claire's Office at Maritime, if it is possible to open a window, do so for ventilation.

The individual who is unwell should call NHS 111 from their mobile, or 999 if an emergency (if they are seriously ill or injured or their life is at risk) and explain which country they have returned from in the last 14 days and outline their current symptoms. If the person affected is not able for any reason to call NHS 111 themselves, then a staff member should call on their behalf.

Whilst they wait for advice from NHS 111 or an ambulance to arrive, they should remain at least 2 metres from other people. They should avoid touching people, surfaces and objects and be advised to cover their mouth and nose with a disposable tissue when they cough or sneeze and put the tissue in a bag, then throw the tissue in the bin. If they don't have any tissues available, they should cough and sneeze into the crook of their elbow. If they need to go to the toilet whilst waiting for medical assistance, they should use a separate toilet, if available.

If a child becomes unwell and believe they have been exposed to COVID-19:

The child must be isolated in the same manner as an adult; however their key person should remain with them, and keep their distance from the child, at least 2 meters.

The adult must wear protective gloves and disposable apron.

To ensure the child and staff members safety the child will be sat in a chair, which could be strapped into a buggy if suitable, in order to maintain their distance from the adult supporting them. They will be provided with an iPad for entertainment.

The child's parent would be called to collect the child immediately, 111 will also be called for advice and if required an ambulance will be called. The child should be off the nursery premises within one hour of becoming unwell. After the child or staff member has left the room used for isolation will need to be deep cleaned, including any objects/items touched.

Guidance on dealing with children and adults who have travelled to affected countries/regions

What to do if a child or adult at the nursery has travelled from any Category 1 specified country/area in the past 14 days

Countries/areas:

Wuhan city and Hubei Province (China, see map)

Iran

Daegu or Cheongdo (Republic of Korea, see map)

Any specific lockdown areas in Northern Italy as designated by the Government of Italy since February 19th: o Bertinico o Casalpusterlengo o Castelgerundo o Castiglione D'Adda o Codogno o Fombio o Maleo o San Fiorano o Somaglia o Terranova dei Passerini: o Vo (list correct ad of 09/03/2020)

If an individual falls into this category, contact NHS 111 for further advice:

- if they are currently well, they should self-isolate for 14 days and you should follow the advice as above for contacts of confirmed cases in the educational setting
- if they become unwell please call NHS 111 immediately for them to be assessed by an appropriate specialist. You should follow the advice as above for contacts of confirmed cases in the nursery. If they require emergency medical attention, call 999 and tell the call handler or ambulance control that the person has a history of recent travel to risk areas for COVID-19

What to do if a child or adult has travelled from a Category 2 specified country/area in the last 14 days

Countries/areas: ▪ Cambodia ▪ China main land ▪ Hong Kong ▪ Italy: north* (see map) ▪ Japan ▪ Laos ▪ Macau ▪ Malaysia ▪ Myanmar ▪ Republic of Korea ▪ Singapore ▪ Taiwan*

*▪ Thailand ▪ Vietnam *Except areas of the country specifically referred to in Category 1. (list correct ad of 09/03/2020)*

If they are currently well:

- they are advised to self-isolate only if they develop symptoms
- they can continue to attend work or education
- they do not need to avoid contact with other people
- their family do not need to take any precautions or make any changes to their own activities
- testing people with no symptoms for COVID-19 is currently not recommended
- it is useful to always take a mobile phone with them when they go out so that they can contact others if they do become unwell

If they become unwell:

- they should stay indoors and avoid contact with other people as they would with other flu viruses (see home isolation advice).
- they (or a family member, colleague or member of staff) should call NHS 111 immediately for them to be assessed by an appropriate specialist, as quickly as possible
- they should stay at home and should not attend work or education
- they should not go directly to their GP or other healthcare environment
- if they require emergency medical attention, call 999 and tell the call handler or ambulance control that the person has a history of recent travel to risk areas for COVID-19

What to do if children or staff return from travel anywhere else in the world within the last 14 days

Currently there are minimal cases outside the risk areas and therefore the likelihood of an individual coming into contact with a confirmed case is low.

There is no need to advise any of these children or staff to avoid normal activities or educational settings unless they have had contact with a confirmed case of COVID-19.

If individuals are aware that they have had close contact with a confirmed case of COVID-19 they should contact NHS 111 for further advice.

For the latest country specific information please visit [NaTHNac Travel Pro](#).

Guidance on cleaning Chesil Bank Pre-school after a case of COVID-19 (suspected or confirmed)

Coronavirus symptoms are similar to a flu-like illness and include cough, fever, or shortness of breath. Once symptomatic, all surfaces that the suspected case has come into contact with must be cleaned using disposable cloths and household detergents, according to current recommended workplace legislation and practice.

These include:

- all surfaces and objects which are visibly contaminated with body fluids
- all potentially contaminated high-contact areas such as toilets, door handles, telephones

Public areas where a symptomatic individual has passed through and spent minimal time in (such as corridors) but which are not visibly contaminated with body fluids do not need to be specially cleaned and disinfected. If a person becomes ill in a shared space, these should be cleaned as detailed above.

Disposing of waste in the nursery including tissues, if children, students or staff become unwell with suspected COVID-19

All waste that has been in contact with the individual, including used tissues, and masks if used, should be put in a plastic rubbish bag and tied when full. The plastic bag should then be placed in a second bin bag and tied. It should be put in a safe place and marked for storage until the result is available. If the individual tests negative, this can be put in the normal waste.

Should the individual test positive, the nursery will be instructed what to do with the waste.

Guidance to assist professionals

As COVID-19 has only been recently identified, guidance to support professionals is regularly being updated or published. Up-to-date advice can be found through the following links

Coronavirus (COVID-19): latest information and advice:

https://www.gov.uk/guidance/wuhan-novel-coronavirus-information-for-the-public?gclid=EAIaIQobChMI66ix8Y_g5wIVTbTtCh2BoQ6nEAAYASAAEgLn-fD_BwE

Guidance for educational settings

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19>

Guidance for employers and business

<https://www.gov.uk/government/publications/guidance-to-employers-and-businesses-about-covid19/guidance-for-employers-and-businesses-on-covid-19>

<https://www.acas.org.uk/coronavirus>

Call NHS 111

PHE South London Health Protection Team

Floor 3C Skipton House, 80 London Road

London

SE1 6LH

phe.slhpt@nhs.net; slhpt.oncall@phe.gov.uk

Phone: [0344 326 2052](tel:03443262052)

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This policy was adopted on	Signed on behalf of the Pre-school	Date for review
09/03/2020	Sharon Pugh	01/09/2020