

Holy Trinity Pre-School

Policies and Procedures



At Holy Trinity Pre-School our Christian faith is the central focus of our ethos. In serving our community, we welcome parents and children of all faiths and none, treating all with love, respect and acceptance.

We look to provide an early years education within the context of Christian belief and practice. Our hope is that each child and family will experience within our Pre-School the message of God's love for the world in Jesus Christ.

We also hope that each child will find Holy Trinity Pre-School to be a place where they are nurtured, and encouraged to develop a sense of awe and wonder about themselves and their place within God's creation.

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Introduction

The Pre-School is insured with Morton Michel Insurance Company.

Holy Trinity Parochial Church Council (PCC) is legally responsible for the policies, finance, staffing and day to day operation of the group. The PCC is also responsible for ensuring that the group complies with any statutory regulations and relevant legislation.

The Management Committee

The PCC appoints a Management Committee to attend to the above requirements which includes:

- A Chairperson
- A Treasurer
- A Secretary
- The Pre-School Leader(s) in an advisory capacity.

Membership of the Management Committee is subject to change and the current members names are displayed on the Pre-School Notice board in the foyer of the Church Hall.

Charitable Status

The Pre-School gains its charitable status from Holy Trinity Church and therefore the management decisions are the responsibility of the PCC. For this reason it is not possible to involve the parents/carers in the decision making processes.

Voting members of the management committee may not be employees of the Pre-School.

The Pre-School is committed to involving parents/carers in the care and education of their young children and encourages parents/carers to regularly help at Pre-School. We are keen to seek as many different ways of involving parents/carers in the group.

Policy for the admission and settling in of children

Admission

The Pre-School is available to children from the age of 2 years 6 months until the end of the academic year they turn 4 years old. The Pre-School is registered with OFSTED on the Early Years Register and with Norfolk County Council in the Directory of Providers of Early Years & Childcare.

We are required to deliver the Early Years Foundation Stage (EYFS) within a Statutory Framework (September 2012). The EYFS is available to view online at www.foundationyears.org.uk/early-years-foundation-stage-2012.

We welcome children with special educational needs and seek to offer them the same opportunities for safe and stimulating play that we offer other children (please refer to our Special Educational Needs policy). Our high adult to child ratio ensures that all children receive individual care and attention. If however it is considered that a child's needs cannot be met without additional support, the Pre-School will seek assistance from the Early Years Advisors for advice.

Children are normally admitted at the start of term but may be admitted at any time during the term if the situation requires it.

Children are offered up to 4 sessions per week when they begin Pre-School, depending on the number of places available and up to 5 sessions if they are old enough to attend a Wednesday morning session. (Wednesday morning sessions are kept for children are eligible to go to school in the following academic year). Extra sessions are offered during the year if available. Children may only attend the sessions for which they are registered.

Priority will be given to:

- 1) Children from families who live within the parish boundary.
- 2) Children who are Looked After or who have a Special Educational Need or Disability
- 3) Children with a sibling who attends/has attended the group.
- 4) Children whose families attend Holy Trinity Church
- 5) Children who are taking up their place in September rather than deferring until January of the same academic year.

Thereafter, children who have been on the waiting list the longest.

The final decision is at the discretion of the Pre-School Leaders in consultation with the management committee.

Settling In

A welcome letter, information booklet and registration form are provided for families before a child is due to start Pre-School. We hold an open evening during June or July for new parents when this information is made available.

Parents/carers are usually invited to bring their children for a free visit in the half term before they start Pre-School.

Parents/carers are encouraged to stay for the whole morning or return early for the first few sessions. It is recognised that sometimes a gradual separation is necessary and that parents/carers and staff must work together to help children settle happily into Pre-School. Parents/carers are always encouraged to tell their children they are leaving.

Please also refer to our Transitions policy and procedure.

Opening times during school terms

| | Start | Finish |
|------------------|---------|--------|
| <i>Monday</i> | 9.00.am | Midday |
| <i>Tuesday</i> | 9.00.am | Midday |
| <i>Wednesday</i> | 9.00.am | Midday |
| <i>Thursday</i> | 9.00.am | Midday |
| <i>Friday</i> | 9.00.am | Midday |

Collection of children at the end of a session

It is important that parents arrive ready to collect their child from Pre-School at 12 noon prompt. We will make an additional charge if a child is not collected from Pre-School by 12.10 p.m.

If a child is not collected by 12.30 p.m. we will follow the procedure as set out in the **Health and Safety Policy section 16.**

Transitions Policy and Procedure

- We believe that all our children and their families deserve support at points of transition.
- We recognise that periods of transition include major changes such as first entry to our setting and the move to a new setting or into school. We also know that children need the support of a key person and also day to day transitions such as being welcomed into our setting each morning and helped to share their experiences with parents when it is time to go home.
- We know that we have a statutory duty within the EYFS to provide each child with a key person who should help them to become familiar with our setting and to feel confident and safe within it, developing a genuine bond with the child and family and offering a settled, close relationship.
- We also have a statutory responsibility to share relevant information about a child with parents and other settings that they may attend.
- We recognise that more vulnerable children and families may need additional support at points of transition.

Procedure at point of entry to our setting:

- We have a written welcome procedure, which includes the collection of essential information through registration forms as well as information from the parent about the child's needs, likes and development.
- We invite parents to visit with their child as part of the settling-in process (see separate policy)
- We invite parents, carers and children to meet with their key person in a relaxed atmosphere before the child starts at our setting.
- We have termly forms to encourage parents to give us a range of information about their child's development, needs, routines, likes and dislikes.
- We invite parents to supply photographs of their child and family to display in the setting, or make into an individual child's special book. This helps the child to keep home in mind and shows families that we value them.
- We are happy for children to bring a favourite toy, comfort item or other transitional object with them from home.
- Parents/carers and children have the opportunity to spend time getting to know their key person.
- The environment in our setting reflects the needs and interests of each child.
- The key person is aware of the likely emotional needs of the child.

- We collect information at point of entry about any other professionals who are involved with the child and family.
- The key person is usually available to tell the parent/carer about events in the day that have been important for the child.
- We use observation and assessment to plan for each child's learning and development. All those involved with the child share this information.
- Learning Stories show a child's interests, learning, development and progress through written observations and photos and are available for parents/carers to see at the end of each term and at other times when requested.
- We encourage children to look at and to add information to the Learning Story and we welcome parents/carers contributions.
- We regularly use the white board on display in the hall lobby to help us to communicate day –to- day events with parents.
- We promote communication with families by using a variety of methods, for example by our website, newsletters, open sessions, meetings, parents' boards, informal conversations, fund-raising events and outings.
- We work with parents as equal partners and we ask for permission before sharing information with other professionals.

At transition to a new setting, or transition into school:

- We talk to parents and children about the application for a place in the setting/school.
- We ask parents for permission to contact the new setting to share information about each child's needs and interests.
- Where possible we invite a practitioner from the new setting to visit the child in our setting prior to the move.
- We ask parents to tell us about the school place that has been given to their child. We invite school staff to visit their "new" children in our setting and we talk to key practitioners about individual children's needs.
- We complete a copy of the Norfolk County Council Record at Transfer from Pre-School to School for each child in the half term prior to school entry. This is completed with the child's parents and sent to school before the end of the term in which the child starts school.
- We help our children to explore positive ideas about school by introducing "school" role-play materials during the summer term.
- We will keep children's records safely for 2 years after your child has left Holy Trinity Pre-School after which time their records will be shredded for disposal.

Charging and Pricing Policy

At Holy Trinity Pre-school we believe in good communication with parents and carers. We are also very aware of the importance of sustainability and the need to provide good quality care and provision. The fees payable at Holy Trinity Pre-school are currently in line with government funding for pre-school aged children and any fee increases will be notified in writing by the Management Committee with at least half a term's notice.

- The fees are payable every half term/termly and are worked out by the number of weeks in the term. Our invoices will never ask you to make any voluntary additional contribution.
- You will be asked to pay the first term's / half term's fees at the start of term. You may pay by cash, cheque, childcare vouchers or direct debit. Please make cheques payable to 'Holy Trinity Pre-school' and write your child's name on the back.
- We do not charge any registration fee, any retainer fee, ask you to pay a deposit to secure a place for your child, or charge any fee to access your funded entitlement.
- The fees we charge to families who pay are the same as the fees for children who are using their free entitlement, and we apply no conditions to families accessing their funded entitlement.
- As we operate for 15 hours per week only you can choose to use your full free funding entitlement to cover all of the fees for a child attending 5 mornings a week. However, if your child attends another setting in addition to Holy Trinity Pre-school and you would like to split your funding between the two settings we will assist you to complete the paperwork required to transfer the funding.
- We are not able to refund any monies paid for sessions not taken, or due to sickness, holidays or short term emergency closures such as flooding of the premises.
- Holy Trinity Pre-school is open for 38 weeks a year in line with the school term dates set by Norfolk County Council. We strongly believe in the importance of staff development and in order to maintain the quality of the service we offer it may, very occasionally, be necessary to close the setting for training purposes. The church hall is also used for voting at national and local government elections. Closure for these purposes will notified at least 4 weeks in advance and parents will not be invoiced for these sessions.

- Parents have access to up to 15 hours free Local Educational Funding from the start of the term after their child's 3rd birthday until their child enters formal schooling. Holy Trinity Pre-school is listed with Norfolk County Council as an approved provider of free funded places for 3 and 4 year olds, and for funding for children under 3 yrs who are eligible for 2 year old free funding. We apply no conditions to families accessing their free funding entitlement.
- Snacks offered during sessions are free.
- At Holy Trinity Pre-school we believe that children benefit from a wide variety of experiences both within the setting and within the wider community. We do ask for contributions from parents and carers towards the cost of outings although we try very hard to keep costs of visits down as far as possible.
- At Holy Trinity Pre-school we try very hard to provide sessions for the children who require them, we are also very aware of the considerable financial loss to the group when children suddenly leave or reduce their number of sessions. We therefore require a notice period of half a term, in writing, to the Play Leader should you wish to remove your child from Holy Trinity Pre-school, or reduce the number of sessions that your child attends. If your child leaves before this notice period you will be charged for the full half term. Please talk with the Play Leader if you are aware that you may need to reduce sessions or cancel your place at the Pre-school as it may be possible, in exceptional circumstances, to shorten this notice period.
- The above notice period also applies to parents and carers who have accepted a place for their child, but then do not take up the place at the start of term. When Holy Trinity Pre-school offers a place for a child at the setting an agreement letter is sent out asking parents/carers to sign that they wish to take up the place offered. This agreement letter needs to be returned to Holy Trinity Pre-school by the date indicated. Once this letter is signed and returned to the group parents or carers will be responsible for paying for at least the first half term of sessions offered (as above). If parents do not take up the sessions offered at the start of term they will still be liable for payment of the notice period.
- Should an invoice not be settled within 21 days the setting will make contact with the parent or carer to request prompt payment. If no payment has been received within a further 7 days then the Committee Treasurer will write formally to the parent/carer outlining the procedures of unpaid fees and will also make contact with the Pre-school Insurer's Legal Team to register the unpaid fees. Unpaid fees may result in the contract with the parent/carer being terminated and this will result in the child's loss of his/her place. Failure to pay outstanding invoices will ultimately result in legal action being taken to recover the outstanding debt.

Fees are set by the management committee and are revised termly. Payment to be made half-termly in advance.

We offer a reduced fee for:

- families who have more than one child attending Pre-School, who are not entitled to Government funding.

Or

- families in financial hardship e.g. receiving income support. Evidence may be required.

The management committee will review this arrangement termly. The amount of the reduction will be decided according to:

- The financial status of the group.
- The number of families who are eligible for reduced fees.

Safeguarding

Please also refer to the following policies:

- **Employment policy**
- **Whistleblowing**
- **Behaviour policy**
- **Bullying**
- **E- policy statement**
- **Health and safety policies**
- **Physical contact policy**
- **Intimate care policy**
- **Family Support Process (FSP) policy**

1: Child Protection Policy

In our setting we plan to provide an environment that ensures children are safe from potential abuse, including bullying, and will respond to any suspicion of potential abuse in a way which respects the child's rights and reinforces the adults' responsibilities to the children.

We will do this by:

- Ensuring all adults working in the setting (voluntary and paid) are aware that such work is exempt from the provision laid down in the Rehabilitation of Offenders Act 1974.
- Requiring all potential helpers to provide references and obtain relevant checks including an enhanced Disclosure and Barring Service (DBS) check.
- Providing an induction programme for new helpers which includes safeguarding responsibilities.

- Offering on-going Safeguarding Training.
- Helping children to develop an understanding of personal safety and providing an environment where children can express their fears and anxieties.
- Never allowing unregistered adults to be alone with a child (i.e. taking a child to the toilet).
- Keeping a copy of procedures to follow if abuse is suspected in the setting and making this known to all adults working in the Pre-School. Parents will not necessarily be informed of our concerns if it is felt this may be detrimental to the child.
- **An appendix for referrals and consultations follows this policy**
- **An appendix defining abuse and neglect follows this policy**
- **A file is kept for parents to fill in if a child has sustained an injury outside the setting**
- **There is a file with a form to be filled in by any adult in the setting who has cause to be concerned about the wellbeing of a child.**
- **A copy of this form is in an appendix that follows this policy.**
- Making sure parents/carers are involved in monitoring children's behaviour or development. Ensuring parents/carers are aware of the need to work in partnership with us in safeguarding matters i.e. communicating to us any accidents/injuries which have occurred in the home
- Having a designated person with current Safeguarding Training to give advice within the setting.
- Working within the guidelines set out by the Norfolk Local Safeguarding Children Board, Tel No 01603 223409. A copy of these guidelines/procedures are available within Pre-School for parents/carers to see.
- Whenever possible continuing to support and work with the child's family to maintain continuity of care for the child.
- Maintaining strict confidentiality and keeping secure any information we hold regarding children in our setting.
- If a child is leaving a setting any forms expressing concerns for the child will be made available to the transfer setting providing the setting collect and sign for a photocopy of any relevant form. This is only to take place after discussion with HTP staff who have responsibility for child protection.
- Staff with responsibility for safeguarding are *Carolyn Pinnock* and *Lorraine Cole*.

2: Safeguarding Procedures

GUIDELINES FROM NORFOLK COUNTY COUNCIL RE ALLEGATIONS OF ABUSE MADE AGAINST A PERSON WHO WORKS WITH CHILDREN (2010)

All organisations that employ adults to work with children (including volunteers) must have an allegations management procedure in place with a **named senior manager**.

For these purposes, the **named senior manager** for Holy Trinity Pre-School will be the **Play Leader** (currently *Carolyn Pinnock*) or, in the event that an allegation is made against the Play Leader him/herself, then the named senior manager will be the **Chair of the Management Committee** (currently *Charlotte Bonnett*).

The named senior manager must contact the Local Authority Designated Officer (LADO) within one working day of receiving an allegation or concern. The manager will not investigate the allegation at this stage.

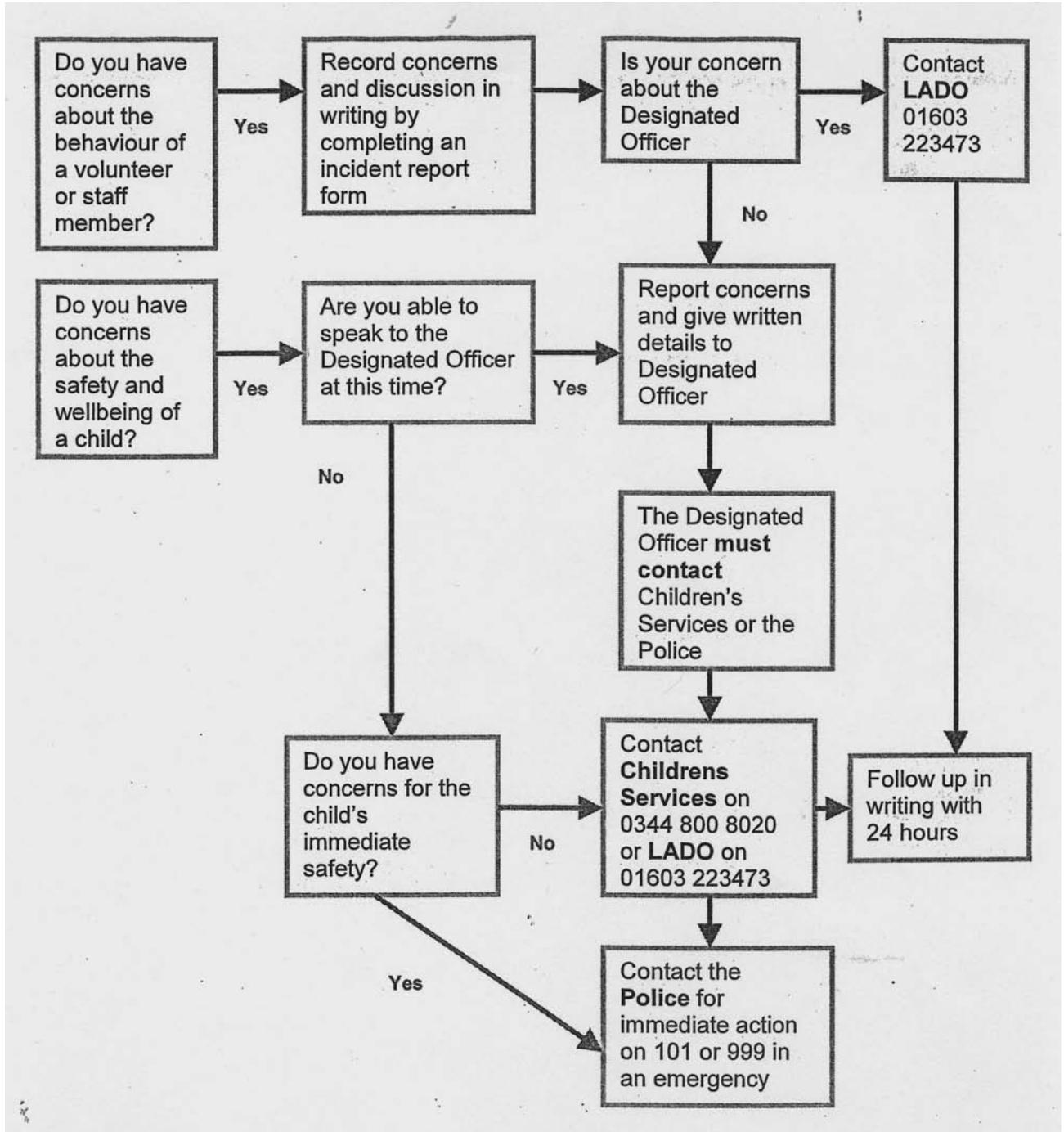
Norfolk has a LADO team. Their contact telephone number is 01603 223473. Please also see Appendix 1 "Responding to disclosures, suspicions and allegations" where there is a flowchart detailing procedure to be followed.

The LADO will discuss the case with the manager and will oversee to its conclusion.

- **The procedure for recording allegations against an adult within the setting is in the appendix following this policy.**

Appendix 1

Responding to disclosures, suspicions and allegations



Appendix 2

Definitions of Harm

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

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capacity, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-givers) or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Working Together 2010

Appendix 3: **Holy Trinity Pre-School**

Injuries outside the setting

Please fill this form in before you leave your child if you are aware of any bumps or injuries they have received before attending the session. This is to safeguard our staff and to help us keep your child safe while they are in our setting. Thank you.

DATE:

| Full name of child | D.o.B | Your name |
|--------------------|-------|-----------|
| | | |

Describe the injury:

Have you filled in a body map?

Your signature:

Signature of staff member:

Appendix 4:

Holy Trinity Pre-School

Concerns noticed while child is at the setting

All staff, volunteers and regular visitors are required to complete this form and pass it on to *Carolyn Pinnock* or *Lorraine Cole*. Thank you.

DATE:

| Full name of child | D.o.B | Your name and role in the setting |
|--------------------|-------|-----------------------------------|
| | | |

Nature of concern/disclosure:

Please include where you were when the child made a disclosure or you became concerned, what you saw, who else was there, what the child said or did. And what you said.

Was there an injury? Yes/No

Did you see it? Yes/No

Describe the injury:

Have you filled in a body map? Yes/No

Was anyone else with you? Who?

Has this happened before? Yes/No

Did you report the previous incident? Yes/No

Who are you passing this information to?

- **Name:**

- **Position:**

- **Date:**

- **Time:**

Your signature:

Holy Trinity Pre-School

Concerns noticed while child is at the setting 2

| Full name of child | D.o.B | Your name and role in the setting |
|--------------------|-------|-----------------------------------|
| | | |

Action taken by SLP:

Parents informed? Yes/No

If No state reason:

Who has received feedback::

SLP name:

SLP signature:

Date:

Appendix 5

Concerns About Members of Staff

The vast majority of staff working with children know that they would never abuse a child, but we know that some people enter this area of work to gain close contact with children. We know that children rarely make false allegations of abuse. For staff against which allegations are made the experience can be very difficult. They will need support while the enquiries are made into the allegations. Staff working with children need to follow safe working practices, which make it less likely that false allegations can be made.

Local Authority Designated Officers (LADOs)

- **Manage and oversee individual cases**
- **Provide advice and guidance**
- **Liaise with Police and other agencies**
- **Monitor progress**
- **Independent scrutiny**

Norfolk has a LADO team. Their contact number is 01603 223473

This is a brief introduction to the issue of the management of allegations against staff. Norfolk Safeguarding Children Board has a protocol for the management of allegations against staff and volunteers.

This can be accessed at www.nscb.norfolk.gov.uk

Intimate Care Policy

General aim

All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.

Nappy Changing/Toileting Policy and procedure

- No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and so will still be wearing nappies or equivalent.
- We work with parents towards toilet training unless there are medical or other developmental reasons why this may not be appropriate at the time.
- We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedure:

- Parents must inform Playgroup of any nappy rash/markings on their child before the start of any session so that staff are aware of these and the child can be treated appropriately.
- Staff will always inform another adult if they are leaving the Playroom to take a child to the toilet, or to change a nappy.
- Staff will always ensure the toilet door/nappy-changing room door remains open, but only as to preserve a child's modesty.
- Staff will adhere to hygiene procedures and carry these out appropriately e.g. wearing gloves and disposable aprons to deal with blood, vomit or excrement. **(See separate Health and safety: hygiene policy).**
- Staff will talk to the child about what is happening and why during the procedure to ensure the child is re-assured at all times.
- Staff will not make negative comments about the contents of a nappy, or inappropriate comments about young children's genitals during the procedure.
- All children are encouraged and helped to wash their hands and will have soap and towels to use.
- In case of need, Pre-School have a supply of spare clothing for children.
- Nappies are disposed of hygienically. Cloth nappies/trainer pants and ordinary pants that have been wet or soiled are either bagged for the parent to take home, or disposed of in the outside bins.

Employment Policy

1: Ratios

The Pre-School has a legal obligation to provide an adequate adult/child ratio during Pre-School sessions.

1:8 for 3 to 5 year olds

1:4 for 2 to 3 year olds.

The staffing ratios and qualifications required by Pre-School are as set out in the Statutory Framework for the Early Years Foundation Service (EYFS) issued by Department for Education and Skills. As we are a Christian Pre-School with an agreed Christian ethos (see Equality Policy) the job descriptions of the Play Leaders require them to hold a personal Christian faith in order to carry out their duties in the setting.

2: Recruitment

This is achieved through:

- Advertisements in the Church notice sheet
- Via Parent's Newsletter and notice board
- Via Holy Trinity leadership team and small groups
- Via the management committee
- At least one advertisement will be placed which allows wider access (e.g. Momentum website, Early Years job opportunities website)

3: Appointment

The management committee will not appoint staff who have children attending the group.

Applicants will be issued with a job description and person specification.

Applicants must apply in writing for the post and supply two references.

The full procedure for recruitment is in the appendix at the end of this policy.

There will be an interview with the Pre-School Leaders and a management committee representative. References will be taken up and statutory checks made (e.g. enhanced DBS check and legality to work in the UK)

4: Induction of new staff

There will be a half term induction period during which the employee will be paired with an existing member of staff for guidance. An Induction Pack is also issued to assist with understanding of our operational procedures.

A checklist showing the induction requirements will be signed and dated by both the inductor and the inductee as the process is gone through

Salaries are reviewed and agreed annually by the Management Committee.

5: Training

Staff will undertake appropriate training, in accordance with current requirements.

6: Appraisal and supervision

Staff are appraised annually by way of a formal written procedure and interview. Staff are also given the opportunity to review their performance by way of an on-going supervision process. The Pre-School Leaders (or chair of the management committee) appraise the Pre-School helpers. The Pre-School chair appraises the Pre-School Leaders.

7: Returning to work

When staff return to work after a period of illness or absence the induction process will be gone through again as appropriate.

Staff need to declare if they are on any medicine that might have possible side effects that could have an impact on their work. If this is the case the Manager and staff member will draw up a risk assessment to be signed and dated by both of them.

8: Absence from work

Staff need to telephone as soon as they are aware they will need to be absent from work due to illness (a text message is not sufficient). In the case of serious illness, or hospitalization, a phone call from a relative will be needed.

Absence of more than seven days will require a doctor's note.

Staff may not return to work while they are still signed off by their doctor.

9: Volunteers

The management committee acknowledges the valuable contribution made by volunteers to the group. We would encourage volunteers to consider their suitability to help in the same way as we would paid members of staff and those helping on a regular basis will be subject to an enhanced DBS check.

All volunteers will have a simplified induction process to work through and a check list to be signed and dated by the inductor as the process is completed.

The Pre-School management committee feels it is very important for parents/carers to be involved with the group by helping at the sessions.

Parents and carers helping on an occasional basis are not required to be subject to an enhanced DBS but must always be with members of staff and never be alone with a child other than their own,

Parents/carers play a vital role in supporting the Pre-School by volunteering to help each term, but are advised to allow half a term for their child to settle.

Please note that due to OFSTED regulations siblings are not allowed to stay during the session.

The management committee and staff recognise that parents/carers bring different skills to Pre-School when they help in this way and will need encouragement and information if they are to find their time at Pre-School useful and rewarding. All volunteer helpers, including students on attachment to the setting for study purposes, will be required to familiarise themselves with Pre-School policies.

Appendix 6

Appointment procedure

1. Advertise on NCC Early Years jobs website and through church newsletter
2. Shortlist using criteria taken from job description and person specification
3. Arrange interview date
4. Take up references before interview date if possible
5. Panel of interviewers must include one person who has attended safeguarding training
6. Plan questions including 4 'Warner' questions for start of interview
7. Draw up scoring grid
8. Before interview photocopy passport and qualifications (or other eligibility to work in UK documents)
9. Show copy of policies to candidates
10. During interview take notes in comments section of interview grid and each member of panel score candidates answers to questions
11. Candidates to be told appointment subject to enhanced DBS check and references, also to be told when they will hear outcome of interviews
12. Agree outcome of interviews
13. Chair of management committee to contact each person by their preferred method of contact (telephone etc) to tell them outcome and explain why
14. Outcome of interviews will be followed up by a letter to all candidates
15. Induction process to start
16. All paperwork will be kept by the Chair of the Management Committee for feedback as required

For a fuller description of the process please refer to NCC 'Safeguarding in early years and childcare'.

Key Person Policy

At Holy Trinity Pre-School we believe that children thrive from a base of loving and secure relationships. We have a key person system to help the children in the setting to feel confident and settled.

The key person:

- Is the named member of staff with responsibility for no more than six children.
- Sends a letter to the child before they attend the group introducing themselves and providing a photograph of themselves.
- Is responsible for talking with parents/carers at the welcome evening, or initial visit to the setting. This includes going through the necessary forms and paperwork with parent/carers before a child starts at the group.
- Is responsible for taking a key role in the initial transition and settling process for a child starting at the setting.
- Is responsible for making observations and keeping a child's records up to date while they attend the setting.
- Is responsible for maintaining confidentiality at all times. If records or observations of children in their 'key group' are taken home to be updated this must be done in a locked file supplied by the setting for this purpose and be available to the setting by 9am on the next morning the setting is open.
- Is usually being the first point of contact between staff and parents and for encouraging good communication and partnership with parents/carers.
- Makes sure that all the families and children in their 'key group' are treated with equal love, respect and acceptance.
- Is responsible for maintaining a balance between time spent with the children in their 'key group' and encouraging children to build relationships with other adults in the group as the children become increasingly settled (this is to protect the children's emotional well being in case of absence of their key person and as preparation for transition to school where adult/child ratios will be considerably lower.)
- Is responsible for working with the member of staff with a responsibility for Family Support Procedures (*Sadie Goldspink*) should the need arise.

Please also refer to the FSP policy and the e-policy stating that staff should not accept parents' friendship requests on social networking sites.

Equality Policy

Policy Statement

We work to ensure that our Pre-School is fully inclusive in meeting the needs of all children and their families, irrespective of gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion or belief.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to provide a secure and accessible environment in which all our children can flourish and in which

- All contributions are considered and valued;
- We include and value the contribution of all families to our understanding of equality and diversity
- We encourage children to develop self-respect and respect for other people by avoiding stereotypes and derogatory images about any group of people or individuals.
- We recognise that some children and families have special needs. (See special needs policy), and endeavour to meet those needs with the resources that are available to us.
- We improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- We make inclusion a thread that runs through all of the activities of the setting.

Christian Ethos

As a major part of Holy Trinity Church's outreach to the local community we have an agreed Christian ethos statement:

At Holy Trinity Pre-School our Christian faith is the central focus of our ethos. In serving our community, we welcome parents and children of all faiths and none, treating all with love, respect and acceptance.

We look to provide an early years education within the context of Christian belief and practice. Our hope is that each child and family will experience within our Pre-School the message of God's love for the world in Jesus Christ.

We also hope that each child will find Holy Trinity Pre-School to be a place where they are nurtured and encouraged to develop a sense of awe and wonder about themselves and their place within God's creation.

- We celebrate Christian festivals and invite parents/carers to join with the children as we celebrate Christmas, Easter and Harvest at Pre-School. Parents/carers are free to withdraw their children if they choose and we would seek to ensure that no child or family feels isolated because of this.
- We do not celebrate the festivals of other faiths, but we do acknowledge that our children grow up in a multi-cultural environment and so provide appropriate activities, toys, books and puzzles that will give positive images of children's own cultures and those of others.

Making sure these values are embedded into our practice

1: Admissions

- We welcome any family who choose Holy Trinity Pre-School as the setting for their child and wish to make them feel accepted and supported.
- We do not discriminate against any child or their family.
- We aim to make our admissions as accessible and as fair as possible.
- Families are taken on a first come, first served basis so long as we have the space to accommodate their days of choice. Please see our admissions policy for further details.
- We make all information as clear as possible and welcome and assist those who do not have English as a first language.
- We ensure all parents are aware of our Equality Policy.
- We challenge discriminatory behaviour or remarks. We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner. We respond in a way that is sensitive to the feelings of the victim and help those responsible to understand and overcome their prejudices.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.

2: Employment

- The Pre-School supports the principle of equal opportunities in employment and opposes all forms of unlawful or unfair discrimination on the grounds of disability, race, religion, nationality, ethnic or national origin, age, sex, marital status or sexual orientation.

- In accordance with our Christian Ethos statement we expect our Manager and Deputy Manager to be practising Christians and we do ask all applicants if they would feel comfortable working within the framework of this ethos statement.
- Posts are advertised and all applicants are judged against fair criteria. The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our employment process to ensure that it is fair and accessible

Please also refer to our Employment policy and procedures.

3: Training

- We want all of our staff to have the most useful, up-to-date training to use in their practice, and seek out courses that promote anti discriminatory and inclusive practice for them. This enables them to support all the children in their care and to help them to reach their full potential and to flourish in an unprejudiced environment.
- We review our practices and endeavour to find suitable training if we see a gap in knowledge or skills or if there are new practice initiatives.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required
- The settings Special Educational Needs Coordinator (SENCO) attends regular training to be informed of best practice and current legislation.
- We make sure that our staff understand the procedures necessary to ensure Looked After Children (LAC) can achieve and reach their full potential whilst in our setting. *Sadie Goldspink* has undertaken the 'PEP (Personal Education Plan) – Looked After Children course in 2011.

4: Curriculum

- We offer a broad and varied curriculum that conveys the respect we have for the differences found in the world around us.
- We include activities that celebrate other cultures and languages.
- We ensure our activities reflect the diversity of our society (not just the Pre-School).
- We want all of the children to have equality of access to the Early Years Foundation Stage (EYFS) curriculum. Their individuality and potential is recognised, valued and nurtured.

- Every child is given an equal chance to learn and develop, to participate equally in activities and is given the opportunity to communicate in their preferred format.
- The individual needs of each child are known and met and they are made to feel safe and to belong. They are encouraged to feel strong and confident about their identity.
- The activities planned offer an environment free from prejudice, discrimination and stereotyping.
- Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others, to ask questions, express their feelings and empathise with others within an environment of trust, respect and tolerance.
- Support will be given to any child finding it difficult to access any areas of the curriculum for any reason.
- Adjustments will be made to the environment and resources to accommodate children with a wide range of learning, physical and sensory needs.

Please also refer to our Special Educational Needs policy

5: Valuing diversity in families

- We recognise that parents/carers are young children's first educators and welcome their involvement in our setting in order to ensure that the children's home based learning and the learning opportunities we offer extend and reinforce each other.
- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute ideas and skills and to share information about their child
- We appreciate families from different cultures and backgrounds and value times when they can join us and share their knowledge and experience.
- We strive to work with families who struggle with any barriers to the Pre-School, such as language or physical barriers, so that they can be fully included.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

6: Food and drink

The Pre-School works in partnership with parents/carers to ensure that the medical, cultural and dietary needs of their children, as well as families and adults are met.

We review our practice to ensure that we are fully implementing our Equal Opportunities Policy, regularly monitoring what we do at staff meetings and management meetings.

The person with responsibility for equality within the setting is *Sadie Goldspink*

Health and Safety Policies

The management committee has a duty to keep all adults and children in the group safe at all times.

Please also refer to policies in the Safeguarding section and the whistleblowing policy.

1: General

Regular checks are made each term to ensure the premises comply with the safety standards required by OFSTED and the Health and Safety Executive. Please refer to separate HSE Health and Safety policy statement for details of responsible persons.

2: Insurance

We are fully insured with the Morton Michel Insurance Co. using a specially prepared policy for Pre-Schools.

3: Health

- The Pre-School operates a no smoking policy within the building and in the outside play area.
- A First Aid Box is kept on the kitchen hatch. It is checked once every half term by a designated member of staff.
- Exclusion of children from Pre-School on health grounds is in line with those operated by local schools. Guidelines available on request.
- Parents/carers will be informed if there is any infection, or any childhood infectious diseases, which could affect other children or their parents/carers.
- Staff fill in a health declaration form when they are first employed and annually afterwards.

Allergies: Due to the severe reaction which can occur, nuts of any kind may not be brought into Pre-School.

4: Sudden Illness

An adult or child who becomes suddenly ill whilst at Pre-School will usually be taken to a quiet room or area of the playroom with an adult to look after them. The Pre-School will try and contact the parent/carer or the emergency contact. An adult will stay with the child at all times.

5: Administration of Medicines

Medicines will not usually be administered by Pre-School staff or helpers. In exceptional circumstances medicines will be given provided that prior, written consent and clear instructions on how the medication is to be administered is given by the child's G.P. and the child's parent/carer. This includes the use of asthma inhalers. Only Pre-School helpers with a current First Aid certificate will administer medicine. If medicine is administered it will be recorded in the medicine book. Parents/carers need to record the time their child last received the medicine before attending the session. Inhalers must be named and stored with the First Aid Box on the kitchen hatch, where the staff and helpers can find them if they are needed.

6: Sun Safety

Parents should apply sun cream to their children prior to arrival and provide suitable clothing e.g. hats. Staff do not apply sun cream. Children who are not adequately protected from the sun will be kept inside.

7: Hygiene

- The toilets should be checked for cleanliness before and after each Pre-School session. Cleaning materials and rubber gloves are provided.
- Hands should be washed after using the toilet.
- Each child should dry their hands on a separate paper towel.
- Disposable gloves and disposable aprons should always be used when dealing with blood, vomit or excrement. Soiled nappies and clothes should be sealed in polythene bags and disposed of in the outside bins.
- There is a bag of spare clothes for boys and girls in the storage cupboard.
- Children may only be taken to the toilet by adults with an enhanced DBS check.
- Tissues are available for the children to use at all sessions.
- Wipes are provided for the children and adults to clean their hands before snack time.
- Drinking water is available for the children and adults throughout the session.
- Hands are always washed before food preparation.

- All food preparation is done in accordance with Basic Food Hygiene outlines and staff responsible for food preparation have undertaken Food Hygiene training. We are regularly inspected by Norwich City Council in accordance with their guidelines.

8: Safety in the Hall Foyer

One staff member will be present at the inner playroom doorway when the children arrive and leave the premises. An additional staff member will be stationed at the outer brown doorway when children arrive and leave the premises.

Children must not be left unattended outside the hall or in the foyer at any time. Pushchairs, prams or other obstacles must not be left in the foyer as this serves as a fire exit from the premises.

9: Safety in the Kitchen

Children must never be allowed in the kitchen unless supervised by an adult.

10: Safety in the Playroom

Children should not stand or sit on tables at any time.

All children will be appropriately supervised by adults at all times.

The number of staff during the Pre-School sessions will correspond to the required ratio of adults to children. If the Pre-School leaders leave the room they will notify one of the regular helpers. Fire doors will be kept clear.

Hot drinks in travel mugs with secure lids may be drunk while seated at snack time with the children. Hot drinks in any other mug/cup should be drunk at the hatch and pushed back out of children's reach when not in use.

The outer doors are kept locked during Pre-School sessions.

11: Equipment

There will always be an adult overseeing the physical play equipment when it is in use. There must always be an adult supervising the use of the climbing frame and the boxes.

Equipment will be checked each time it is used to make sure it is safe and properly erected. Equipment should be set out to allow space for children and adults to move around freely.

12: Fire drills

Fire drills will take place 3 times each half-term and are recorded in the fire drill book. We will practice both incoming and outgoing evacuation procedures for the setting. Fire drill procedures are on the Pre-School notice board in the playroom. Copies of the incoming and outgoing procedures are in the appendix following this policy.

The number of children and adults present will be recorded in the register at the beginning of each session and updated during the session.

Children will only be taken off the Pre-School premises in the event of an emergency.

13: Safety Outside

Children are only to use 'garden' to the side of the hall for outside play. When children are in the area at the front of the hall parents/carers must be responsible for their own children.

In the event of needing to evacuate an outside space, the designated member of staff would blow the whistle for staff to gather the children together and then lead them back into the hall, closing the door when all inside.

When all children are outside together at one time, the ratio will remain the same as if we were all inside the hall.

14: Accidents

Any accidents will be recorded in the accident book. Parents/carers will be informed first about any accident involving their child and asked to sign the accident book. This book will be checked termly by the Pre-School management committee chairperson.

Accidents/injuries that require medical treatment will be reported to the Health and Safety Executive and to OFSTED.

15: Non-accidental injuries

Anyone concerned that a child may have been injured in a way that was not accidental should report their concerns to the Pre-School leaders.

The Pre-School leaders should contact Children Services department following the procedures set out by them.

The Pre-School leaders will report any concern about a child's safety to the Pre-School management committee chairperson – names and details need not be supplied.

Any discussions with parents/carers concerning non-accidental injury to their children should only take place after consultation with the Children Services department.

Any concerns or evidence relating to a child's personal safety will be kept in a confidential file by the Pre-School supervisor. This file will only be accessible to the Chairperson, the Pre-School staff, outside agencies, on a need-to-know basis.

Please also refer to Safeguarding policies for the appendix containing a copy of the forms to be filled in if a non-accidental injury is suspected.

16: At the End of the Session

- We expect children to be picked up at 12 noon. If this does not occur, and the parents/carers have not contacted us, we will assume an emergency has caused the delay and will instigate our policy for "uncollected children".
- After 10 minutes the child will go into the side room used for After Session Care with an adult (every attempt will be made to provide the child with the adult they are most familiar with). During this time every effort will be made to contact the child's parents/carers by telephone, including telephoning the emergency contacts in the register.
- After 30 minutes (12.30pm) that adult and one of the Managers (if possible) will stay with the child. The adult in charge of the child will continue to try and contact the parents/carers by phone and will assume responsibility for the child until the parents/carers arrive.
- If the child's parents/carers have not been contacted within one hour of the end of the Pre-School session (1pm) the adult in charge will notify the childrens services and/or any member of the Pre-School management committee.
- The adult in charge will then act under the advice of the Children Services Department.
- At all times at least two members of staff will be present at the setting.
- Parents/Carers will be charged a late pick up fee: after 10 minutes parents/carers will be charged £10 increasing by £10 every 10 minutes.

17: Collecting Children at the End of the Session

If a child is to be collected by someone other than his/her parent/carer on a regular basis, written permission must be given by the parent naming the person who will collect the child.

If a child is to be collected by someone other than his/her parent/carer on an occasional basis the parent should inform the Pre-School Leaders in person no later than the start of the session.

Children must be collected by a family member or friend of the family, who is 18 years or older.

18: Lost children

If a child goes missing whilst in the care of the setting the person in charge will:

- Contact the parents/carers and inform them
- Instigate a search of the area (without causing alarm to other children)
- If still not found widen the search to the surrounding area
- If still not found contact the police and conduct a full search
- Review security procedures after the event
- Inform all relevant people of the findings, implications and outcomes of the review

Critical incident and Bereavement policy

Please read this policy with reference to NCC Critical Incidents and Trauma Management in Early Years – The Red Book 2014/2015

Critical Incident Support Line: 07623912974

A critical incident is: “an event or events, usually sudden, which involve the experience of significant personal distress to a level which potentially overwhelms normal responses, procedures, and coping strategies and which is likely to have emotional and organisational consequences.”

In the event of a critical incident:

- Staff will take immediate action to safeguard children, other staff and visitors
- Emergency services will be contacted (as appropriate)
- First aid will be administered as appropriate
- The building will be secured
- Parents/carers to be contacted (as appropriate)

Emergency procedures for vacating the building are outlined under REAL EMERGENCY in Appendix 7

- The critical incident support line will be contacted, giving name of caller, name of setting, contact number and brief outline of the incident
- The church office will be notified (01603 622225)

The appropriate forms from the Red Book showing information that must be recorded are included as an appendix at the end of this policy.

Names and contact details recorded in the Red Book should include 2 members of the committee, a member of Holy Trinity Church staff and the Play Leader and Deputy Play Leader of the setting.

The Red Book needs to be updated annually and all staff must be aware of the Red Book and what to do following a critical incident. Staff member responsible for this is *Carolyn Pinnock*.

Emergency numbers above must be displayed close to the phones at the setting.

Following a critical incident an Incident Management Group needs to be set up consisting of the Play Leader, another member of staff, the Chairperson and a person appointed by the rector/church wardens of Holy Trinity Church. The formation of this group is the responsibility of the Chairperson of the setting: *Charlotte Bonnett*.

The Play Leader, *Carolyn Pinnock*, is responsible for establishing a procedure for informing children and ensuring an appropriate letter is sent home to parents using the guidelines set out in the Red Book. Staff must be made aware of these procedures annually and should be encouraged to work together on reviewing a procedure for informing children.

The Incident Management Group needs to review the day and plan arrangements for the following day, consider support required for children and staff and inform appropriate agencies.

Bereavement Policy

Staff should work together so that a common understanding is developed and a consistent approach to bereavement is taken within the setting.

Bereavement in this policy assumes the death of a child, member of staff or close relative of someone within the setting. However staff will be aware that bereavement will follow any event causing significant loss of someone close to a child or adult (eg. through separation or divorce).

- We will make an effort to understand that children are affected by bereavement in different ways and will note changes in behaviour
- Language used will be straightforward (*death, died* rather than *asleep, loss*)
- Staff will not act as 'bereavement experts', but will attempt to act with kindness and compassion
- If a child displays ongoing problems for a significant amount of time specialist help will be sort (in consultation with parents/carers)
- Confidentiality will be respected at all times and respect for family wishes will be responded to appropriately. Staff will be aware of the extra pain and grief that may occur if the death has been covered in the media.
- We will work in partnership with parents/carers and will respect differences in cultural and religious beliefs and traditions. However we do have duty of care to all children and are committed to meet their social, emotional and behavioural needs and to follow our safeguarding procedures.

Our approach will be to:

- Listen
- Respect and allow silence
- Accept and acknowledge the expression of feelings
- Offer opportunities for remembering
- Learn about the grief process
- Allow the child to grieve at their own pace
- Be patient
- Provide for times of fun
- Give child choices
- Believe in the child's ability to recover and grow
- Provide continuity

Immediately after being informed we will:

- Contact parent/carer to express sympathy and discuss how we can best support the child
- Share information with all staff and letting staff know wishes of family regarding support when available
- Meet with parent/carer when appropriate to find out what support will be helpful
 - To see how child would like information to be shared
 - Who would be the best person to support them
 - To explore how the child can take 'time out' during a session if they are finding it difficult to cope
 - Identify a person who can keep in touch with home

Short term help:

- Be sensitive to the needs of the bereaved child
- Be aware of other children who may be affected as they have also had an experience of bereavement
- Reassure children that their feelings are normal in their situation
- Monitor child's behaviour and keep an eye on development
- Be consistent with expectations for appropriate behaviour although offer support if child is having difficulties

Funerals:

- We will find out the family's wishes in regard to attendance of a representative from the setting
- We consider it important that the staff who knew the child and family well can attend the funeral if possible

Long-term support:

- We will be aware that it may be months (or years) later that a child is most in need of support
- We will make a simple diary of significant events (such as birthdays and anniversary of death) that can be passed on to the child's next setting
- We will be sensitive about, but not avoid, painful reminders such as Mother's Day or Father's Day and aspects of the Early Years curriculum such as the children's discussing families
- We will continue to keep in touch with parents/carers in the way that is easiest for them

Staff support:

- Supporting a bereaved child can be stressful and the Management Committee play Leader to ensure that staff members are receiving the help and support they need.
- Details of external support and training will be held within the setting.

Appendix 7

FIRE/EMERGENCY PROCEDURE

FIRE DRILL

To be carried out 3 times each half term.

Whistle is blown, staff take up their allocated roles, as displayed on the daily rota.

Children are gathered in a line ready to vacate the building either through the main front door into the front area (gates locked) or through the side patio doors into the garden.

A member of staff will be at the head and rear of the line with other staff amongst the children. The register/emergency numbers are taken with us, children and adults checked against the register.

Children are led back into the main hall to resume playing.

Manager/Deputy to record the fire drill in the 'fire drill book', noting the date and a brief description of how it went, including any difficulties encountered, the number of children and adults present.

REAL EMERGENCY

The children/staff are alerted by a whistle and roles taken up as for drill.

The children are gathered together into a line ready to vacate the building. A member of staff will be at the head and rear of the line with other staff amongst the children. Register and emergency numbers will be taken with us.

Children are led either via the rear fire exit or main front doors. Children and staff are counted and escorted over to Holy Trinity Church via the passageway. Once there, children and adults are checked and counted again.

The fire service should be alerted from church.

Emergency numbers will be used to contact parents/guardians. Children and staff remain in the church until all children have been safely collected.

Appendix 8

INCOMING EMERGENCY PROCEDURES

Whistle is blown and children gathered together by staff.

Children are led back into the hall via the side patio doors, a member of staff will be at the head and rear of the line. Other staff to assist children as required.

Doors will be locked to ensure adults and children are securely inside, assistance to be sought, as required, by dialling 999 and requesting emergency services.

Children and adults will be counted and checked against the register.

Parents/guardians to be contacted as soon as it is safe and possible to do so. Adults to remain with children until they have all been collected.

If it becomes necessary to vacate the premises, the usual fire/emergency procedures will be followed.

September 2014

Policy for taking children on outings

Please also refer to Safeguarding policies and the Whistleblowing policy.

When taking children with all parents/carers:

- All parents/carers will be sent a letter explaining that children are the responsibility of their parents/carers.
- A risk assessment will be undertaken prior to the visit and read by parents/carers and staff.
- Details of destination, transport and what to do in an emergency will be included in the letter.
- If the parent gives written permission a family member or friend of the family may accompany the child if they are over 18 years old.
- A member of staff will take a mobile phone plus a list of children and parents attending the trip and also emergency contact numbers.
- A first aid kit and inhalers will be taken.
- Staff will contact Holy Trinity Church office in the case of an emergency.
- An additional staff member is taken on outings to increase our ratio of staff to children whilst away from the setting and to take children to the toilet as parent helpers are not permitted to do so.
- Children will wear reflective vests.

When taking children with some parents/carers present (to ensure the correct adult/ratio is in place):

- Parents/carers will be asked in writing if they are willing for their children to go out. Destination and timings will be included in this letter.
- A risk assessment will be undertaken prior to the visit and read by parents/carers and staff.

- Adult to child ratio will be 1:2.
- Emergency phone numbers will be taken for the children and staff.
- A member of staff will take a mobile phone plus a list of children attending the trip and also emergency contact numbers.
- A first aid kit and inhalers will be taken.
- Staff will contact Holy Trinity Church office in case of an emergency and/or parents/carers as necessary.
- An additional staff member is taken on outings to increase our ratio of staff to children whilst away from the setting and to take children to the toilet as parent helpers are not permitted to do so.
- Children will wear reflective vests.

E-Policy Statement

Holy Trinity Pre-School (HTP) provides the use of digital cameras and computers for children and staff. The Staff can have access to the Internet to provide information and to help plan activities. The digital cameras allow staff and children to record activities going on in the setting.

We want to ensure the safe use of technology to enhance our provision of early years education to our children at Playgroup.

Digital images

- Children should use the Playgroup camera and any photographs will be downloaded or deleted at the end of each month.
- Use of personal cameras and digital devices that take photographs by parents in the setting, or on Playgroup trips, is subject to the prior written agreement of all parents. Any photographs taken are not to be uploaded onto the Internet.
- All staff are responsible for the safe use of the camera and it is never to be taken out of the Play spaces into toileting areas.
- Staff must only use the setting's own digital cameras to take any photographs and these will be deleted by the Managers at least every half term.
- Staff, parents, volunteers and visitors may not use any other digital device to take photographs in the setting.
- Parent's/Carer's permission will be sought for all images taken.

Computer and Internet Use

- The computer system is owned by HTP and has appropriate software to ensure safe Internet use.
- HTP reserves the right to examine or delete any files that may be held on its system or to monitor any Internet sites visited.
- Users are responsible for all e-mails sent and for contacts made that may result in e-mails being received. The computer system may only be used for communications directly related to Pre-School work.
- Use of the computer system to access inappropriate materials such as gambling, racist, pornographic or offensive material is expressly forbidden.

- Copyright of materials must be respected.
- The Pre-School Work email account may be accessed on the HTP laptop by staff. Use of the Pre-School e-mail account on staff's home computers is subject to a separate code of conduct.
- No HTP Email account may be accessed via a phone or small handheld device, as this could put the Pre-school in a compromised position if the phone is lost/stolen.
- Staff must not accept parents' and family members' friendship requests on social networking sites.

Rules for Responsible Internet Use

Staff, volunteers and students:

- Permission to use the Internet, whilst in session, must first be agreed by the Manager.
- Computers will only be used for agreed reasons and all Internet activity must be deemed appropriate.
- Other user's files will not be accessed without their express permission.
- Email communications will be directed only to people who have been approved and any messages sent must be polite and responsible.
- Social networking sites are not to be accessed via work computers or during work hours.
- Computer files may be checked and any Internet sites visited may be monitored.
- All staff must adhere to the above. Any breaches of these rules could result in disciplinary action and possible subsequent termination of contract of employment.

Children:

- HTP will work with parents to ensure they are aware of Internet use within the group.
- Staff will always supervise computer usage by any child and be responsible for any Internet sites visited.
- Computers will only be used for agreed reasons.
- Children will only be allowed to use age appropriate software in the setting.
- Personal details will never be shared over the Internet.
- Arrangements to meet others will never be made via the Internet unless a parent/carer or member of staff has given permission.
- Any inappropriate material sent to the computer must be reported to the Manager.
- The Internet sites visited will be monitored.

- We will gain written consent for Internet use from the parents and display the rules for safe internet use at all times.

Mobile Phones:

- Staff/visitors may not carry their personal mobile phones, tablets or other digital devices which can be used for recording images with them whilst the children are in session.
- Staff /visitors may not use any camera facility on their mobile phones (or other devices as above) during a session or on Playgroup trips.
- All personal mobile phones, of staff and any visitors, are to be kept in the hanging phone holder in the hall and are not to be accessed whilst the children are in session.
- If emergency contact by mobile phone is necessary for staff/visitors during the session then this must be expressly agreed with the Managers and, ideally, take place out of view of children, out of the main hall.
- Access to work email is prohibited on personal mobile phones.

Member of staff with responsibility for managing and monitoring E-safety: *Sadie Goldspink.*

Special Needs Policy

Every child is unique and we welcome and value all children with different needs.

Definition of SEN

Special Educational Needs (SEN) is a wide term which encompasses about 20% of children with temporary or longer term learning needs: children who learn at different speeds or wider disabilities (medical or physical which affect learning), psychological, emotional or behavioural difficulties. It includes any difficulty within the Pre-School's area of influence that affects a child's ability to learn.

The ways we try to support children with special needs and their parents/carers:

SENCO (Special Educational Needs and Disabilities Co-ordinator)

Training and updating of information comes through links with the Early Years Advisors and the training offered by EYDCP.

Code of Practice

A copy of the Code of Practice for children with Special Educational Needs and Disabilities is kept at Pre-School and is available on request.

Staff

At Pre-School we have a high ratio of adults to children so there is the opportunity to work with individuals and small groups of children when necessary.

We also have a key person system that means each child (and their parent/carer) has a "special" helper who they can talk to.

If you have any concerns about your child you may discuss this with Carolyn or Sadie (supervisor and deputy), with your child's key person, or with *Alice Merrywest or Bridget Barne* (SENCOs).

The Building

The Pre-School is in a church hall which is used by many groups. The main hall is all on one level and provides easy access. There are no steps to any of the side rooms used by the Pre-School, although there is a small step to the outside play area.

A disabled toilet is available.

An outside area including wheelchair access is also available.

The Resources

We aim to enable all children equal access to the toys and resources that we offer at Pre-School. Sometimes it is possible to buy particular toys.

We can store equipment, such as a special chair, which a child may need while at Pre-School.

Consultation

We are committed to working with parents/carers and with other support agencies. We always talk to parents/carers and ask for permission before talking to other agencies that offer specialist advice. We also consider all records we keep to be the property of the parents/carers and they can ask to look at their children's records at any time.

The action we will take:

If it is appropriate we will meet with a parent/carer and put together a simple Individual Support Plan (ISP) that can be shown to the other members of the Pre-School staff. This outlines one or two areas we will work on with the child and their parents/carers. It records who will help the child, how this help will be given, gives a date for a review and gives space for the parents/carers to add their comments.

If, with the parents/carers, we decide to seek the help of the Early Years Advisors, or another outside agency, this may lead to the setting up of a further Individual Support Plan which takes into account the advice of the outside agency. (This is referred to as Action Plus in the Code of Practice).

We encourage parents/carers and key persons to share information about children at the start and end of each session. We have an annual parents/carers' evening.

Record Keeping

We keep records for each child who is in contact with an outside agency. We keep copies of letters, Individual Support Plans and notes that are relevant to that child.

We also have a general file containing notes that are relevant to children who we are observing. We only include children in the "Focus" file after we have talked to their parents/carers.

Confidentiality

We respect the need for parents/carers to be able to speak in confidence about their child and will only share concerns about their child with other members of Pre-School staff when appropriate.

We also respect that children with special needs may require privacy when intimate care is being provided. The hall is not ideal, but there are side rooms that can be used if necessary.

Behaviour Policy

We encourage behaviour that keeps individuals safe and shows respect and care for everyone in the group, reflecting this also in our statement of Christian ethos (see Equality Policy). We consider that it is the responsibility of the Pre-School staff, together with the parents, to support and enable the children's development and their sense of wellbeing whilst in our setting.

Member of staff with responsibility for behaviour management: *Carolyn Pinnock* or, in her absence, *Sadie Goldspink*.

Expectations

- We expect staff and parents/carers to promote positive behaviour, in accordance with our behaviour policy, whilst on the premises of the setting.
- We actively discourage behaviour that will cause harm to anyone in the group (both physical harm and emotional harm) and we will challenge such behaviour as appropriate.
- We encourage both adults and children to be polite and respectful in their conversations.
- We do our best to understand difficult behaviour and work with parents/carers whenever necessary. Outside help and support is only asked for after discussion with parents/carers.
- We encourage children to say "I don't like that" if they feel threatened.

Training and Support

Staff are encouraged to attend courses on behaviour management.

Our Early Years Advisors are contacted to give support or advice after discussion with parents/carers.

Management of children's behaviour

The following steps are taken when a child's behaviour is causing concern:

- We will praise and encourage appropriate behaviour as much as possible.

- We will try to distract a child, or offer a more suitable activity.
- We will, when appropriate, have a discussion with the child about the consequences of their behaviour.
- We aim to comfort all children involved when there has been conflict.
- We will, very occasionally, remove a child from an activity when they are in danger of hurting themselves or others, or if they are preventing others from taking part. At this point a manager will oversee this action. Parents/carers will be informed at the end of the session.
- Again, very occasionally, a child may be asked to sit quietly for a few moments for the above reasons. A manager will be responsible for this action. As little attention as possible will be drawn to the child and they will never be sat far from other children. Parents/carers will be informed at the end of the session.
- If a child is very upset or disturbed they may be taken into a side room with an adult to comfort them. They will never be left alone, the door will always be left open and a manager will oversee this action. Parents/carers will be informed at the end of the session, or sooner if necessary.
- In the case of continuing difficult behaviour discussion will be held with the parents/carers. If helpful an Individual Education Plan will be drawn up and/or advice will be sought from the area SENCO.
- We do not use the word “naughty” and we try to encourage both adults and children to be positive and encouraging in their attitudes towards one another.

Unacceptable behaviour

The parents/carers of all children involved will always be informed following incidents of bullying, if racist or similar comments are made, or if a child is bitten.

Communicating with parents/carers

This is done in the following ways:

- We encourage parents/carers and staff to share concerns about the children at the beginning or end of each session, or at the annual parents/carers’ evening.
- A notebook is kept recording incidents which have needed the intervention of a manager. This will be shown to parents/carers at the end of the session and parents/carers asked to sign that they have read it. This notebook contains the child’s

name, date, time and a brief outline of the incident that occurred. It is signed by one of the managers.

- A manager, or child's key person, will talk to the parent or carer at the end of the session. Every attempt will be made to keep this confidential from the child and from other adults and children in the room.
- The parents/carers will be telephoned during the session in situations where a child is very distressed.

Bullying

Many children encounter bullying in one form or another. It can take many different forms (e.g. name calling, being picked on, being excluded, physical aggression and intimidation). At Pre-School we consider all bullying to be abusive and not to be tolerated.

Please refer to Safeguarding policies and Behaviour policy.

Our Policy

We will protect the children in our care and ensure they are safe from bullying. We will endeavour to create an environment where children feel secure and safe to enjoy themselves. All adults will work to build relationships that ensure the children feel able to seek help from them if threatened.

If bullying occurs we will:

- Act immediately
- Gather as much information about the situation/incident as possible
- Avoid blaming individuals
- Talk things through calmly
- Encourage children to work out solutions which everyone can accept
- Report incidents to Pre-School leaders
- Talk to parents/carers calmly and without accusing or blaming them or their children
- Work out a programme to support all the children and to avoid the situation occurring in the future

We will also:

- Build up all children's self-esteem and feelings of self worth
- Encourage children to be assertive

- Treat everyone with respect and never ridicule a child
- Give plenty of praise and positive feedback to the children
- Provide plenty of activities which encourage turn taking and sharing

Physical Contact Policy

Please also refer to Safeguarding policies, separate Intimate Care policy and Behaviour policy.

During their time at Pre-School there will be times when the staff will need to have close physical contact with the children in their care. Indeed, we believe that close physical contact is vital for young children to help them develop into confident and secure individuals as they approach school age.

At Pre-School we are very aware that children have differing needs. Some children like to be affectionate and show it through hugs, kisses etc. others are not so tactile. Staff members are happy to hug, hold hands, cuddle children providing both parents and children are happy with this. Staff would never force a child to do any of the above if it made them feel uncomfortable.

Staff will use physical intervention with a child only if they are at risk of inflicting harm on themselves or others. If any physical intervention is used with a child the member of staff will document it in the incident book and the parent will be asked to sign the record at the end of the session. This is to protect all parties.

Staff will also need to have some physical contact with children in order to ensure hygiene routines are carried out. For example the washing of hands, faces and the wiping of noses. Staff are happy to assist with toileting according to the age and stage of ability of the child and will change a child's nappies/clothes, if this is necessary, during a session.

Several staff have attended "Step On" training to understand how to manage risk of harm and safe guiding or physical intervention:-

Staff Babysitting Policy

At Holy Trinity Pre-School we understand that, on occasion, staff may be approached by parents to undertake babysitting duties for their children outside of our setting.

This policy has been written specifically for staff and parents to cover this type of situation.

- HTP will not be responsible for any private arrangements made between our staff and parents/carers.
- We will not therefore be responsible for any matters arising from such private agreements i.e. health and safety issues, matters of conduct, grievance or any claims resulting from such arrangements outside of our setting.
- Parents are advised that at HTP our recruitment procedure ensures we properly check our staff's competence and professionalism through interview, checks on references, qualifications and vetting such as DBS. This process, together with ongoing supervision of our staff's performance, through regular reviews based on observation and assessment of their performance in the setting, help us to uphold our duty to safeguard children whilst in our care by ensuring the standard of work and behaviour of our staff is maintained in line with our policies.

It therefore follows, and we would stress, that we have no such control over the conduct of staff outside of their position of employment with us and our duty to safeguard the children registered with us does not, and cannot, extend to private arrangements.

- We would remind staff and parents/carers that the duty of confidentiality towards other children and families in our setting, staff members and professional agencies we use from time to time, must be adhered to and respected at all times.
- In the event that we at HTP view a private babysitting arrangement between a staff member and parent/family as interfering, in any way, with the employment of that staff member with ourselves, we may require that arrangement to be ended.

Complaints Procedures

The staff and volunteers at Pre-School work hard to welcome each individual child and family and to create a warm and caring environment where the children can learn and develop as they play.

If you are concerned about any aspect of Pre-School provision please talk to *Carolyn*, our Pre-School Leader, or *Sadie*, Deputy Pre-School Leader, or to the Chair of the Management Committee (*Charlotte Bonnett*). We hope that most concerns and complaints can be sorted out satisfactorily at this stage.

However, if after two weeks you are still concerned, please put your concerns or complaint in writing. All written complaints will be fully investigated and we will notify complainants of the outcome of our investigation within 28 days of having received the complaint in writing.

If you are still dissatisfied, please contact the Chair of the Management Committee again and request a meeting with the Pre-School leader and the Chair. A record of the discussion at the meeting will be agreed and written down.

If you cannot reach agreement with Pre-School it will be necessary to invite an external mediator who is acceptable to both parties to listen to both sides and offer advice. This could be a representative from the church or from the Local Authority.

In some circumstances it may be necessary to bring in an appropriate outside agency, such as OFSTED or the Children Services Department of Norfolk County Council, LSCB. Such circumstances include a possible breach of Pre-School's registration requirements or if a child appeared to be at risk.

Please be assured that any concern or complaint made by a parent/carer will be taken seriously and dealt with fairly and in confidence.

If you wish to make a complaint direct to OFSTED you may do so:-

OFSTED Tel: 0300 123 1231

Please also refer to separate policy about Whistleblowing.

Feedback

We welcome any suggestions and comments you may have about our Early Years Setting. Please make these to either the Pre-School Leaders or the Chair of Management Committee.

Whistleblowing

Definition

Whistleblowing can be defined as raising a concern about malpractice within an organisation.

Policy and Procedure

Holy Trinity Pre-School is an organisation committed to delivering a high quality pre-school service, promoting organisational accountability and maintaining public confidence.

This policy provides individuals in the workplace with protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in the organisation. The policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the public interest. The Act covers behaviour, which amounts to:

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

It is not intended that this policy be a substitute for, or an alternative to the group's Grievance Procedure, but is designed to nurture a culture of openness and transparency within the organisation, which makes it safe and acceptable for employees, students, parent/carers and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice.

Any employee, student, parent/carer, volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the Manager who will advise the individual of the action that will be taken in response to the concerns expressed. If the issue concerns the Manager then the Chair of Committee should be informed. Concerns will be

investigated and resolved as quickly as possible. If the investigation does not have a satisfactory outcome, or if the problem recurs, the individual should put their concern in writing to the Chair of Committee.

Confidentiality will be maintained wherever possible and the employee, student, parent/carer or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the organisation. Any malicious and unfounded reports will be considered for disciplinary action.

If an employee, student, parent/carer or volunteer feels the matter cannot be discussed with the Manager or Chair of Committee they should contact OFSTED direct for advice on what steps to follow.

Ofsted Whistle – Blowing Hotline:

Telephone: 0300 123 3155,

Email: whistleblowing@ofsted.gov.uk

Post: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD.

This policy is to be read in conjunction with our other policies and especially those relating to the Safeguarding of children.

These policies have been revised and agreed at a meeting of the Pre-School Management Committee

Signed Chair of Management Committee _____

Date__06/05/16____.

Next review date: June 2017