



HAYLANDS PRE-SCHOOL Prospectus

*C/O ST. GEORGE'S PRIMARY SCHOOL,
PORTLAND, DORSET. DT5 2BD*

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www.haylandspreschool.co.uk



2024

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1. INTRODUCTION

Welcome to Haylands Pre-school a Rights Respecting setting.

Haylands Pre-school has been operating for over 50 years on the island. In 2006 we moved into the Static Huts within the St. George's Primary School grounds. In 2008 with the aid of Dorset County Council and Early Years and Childcare Services, we were provided with our own purpose-built pre-school in the same location.

Although we are situated on the school premises, this does not automatically ensure your child's registration at the school. September of the year prior to your child's entry to school you can register your child for school. These forms are completed online at the Admissions Department at Dorset County Council.

We are offering good quality childcare and early education, by providing educational experiences in a safe and friendly environment, to enhance your child's individual skills and encourage social integration by learning through play. This is achieved through a variety of balanced, stimulating activities appropriate to their current stage of development.

Haylands values and respects different racial origins, culture religions, abilities and positively encourage both sexes to participate in all activities. Each child is regarded as an individual.

RIGHTS RESPECTING AWARD

In July 2012 we were recognised as being a Rights Respecting Pre-School. We will continue to work with UNICEF to promote United Nations Convention on the Rights of a Child. Throughout the Prospectus we have matched Articles from the UNCRC with key areas of the Prospectus. This includes: -

Article 1. Everyone under 18 years of age has the rights in this convention.

Article 2. The convention applies to everyone under 18, whatever their race, religion, abilities, whatever they think or say, and whatever type of family they come from.

At present, we have 10 members of staff, as follows: -

Position	Name	Experience (as of September 2024)
Preschool manager	Julie McNally	Early Years teacher with 22 years experience
Deputy Manager	Debbie King	Foundation degree with 20 years experience
Assistant	Sarah Cranny	NVQ 3 with 17 years' experience
Assistant	Janet Kench	NVQ 3 with 13 years experience
Assistant	Alex Karali	NVQ 3 with 12 years experience
Assistant	Laura Coles	NVQ 3 with 8 years experience
Assistant	Katie Male	NVQ 3 with 7 years experience
Assistant	Rachel Butler	NVQ 3 with 5 years experience
Assistant	Eloise Spence	Joined Haylands in September 2024
Assistant	Katie Da Silva	Joined Haylands in September 2024

All staff are qualified in Paediatric First Aid which is updated every three years. Training is an ongoing and important part of Pre-school. Haylands and Ofsted go through many checks, including a DBS, before they can be employed at Pre-school.

Parents and carers are always welcome to visit Haylands. Our doors are always open, and we work in partnership with you for the benefit of your child.

Should you need to contact Haylands outside term time do not hesitate to contact Julie McNally on 01305 822625 and leave a message, or email contact@haylandspreschool.co.uk.

2. WEBSITE

The pre-school website address is: www.haylandspreschool.co.uk

The site contains information about the setting along with pictures and links to Ofsted and other agencies. We only put on pictures that the children have painted or drawn. We do not include any photographs unless they are from a special event, with the parents/carers permission.

3. COMMITTEE

Haylands has a committee that is made up of parents/carers. Each year they are elected at the AGM, which is held in the autumn term. The committee is made up of Chairperson, Treasurer, Secretary and Committee Members. Regular meetings are held to ensure the smooth running of Haylands, and ongoing fundraising. A list of the committee is available within the pre-school for your information. At present, the Chairperson is.

Chairperson	-	Kate Haskins
Treasurer	-	Simon King
Secretary	-	Emma Thompson
Committee Members	-	Kate Stewart Nicole Ross Elouise Skillen

All committee members must sign confidentiality agreements, complete DBS checks and register with OFSTED upon commencing their role as a member of our committee.

4. ADMISSIONS

Haylands Pre-school is registered for a maximum of 40 children per session. The regulations for child to adult ratio are 1 adult to every 8 children ages 3 – 5 and 1 adult to every 4 children for ages 2 – 3. This is maintained throughout all indoor and outdoor activities. Ratios are higher at times of special events or outings to ensure safety.

Children can attend Haylands from 2 years 6 months. Whilst it would be preferable for children to be toilet trained, we do have facilities to accommodate nappy changing.

Initially we recommend 2/3 sessions, for your child to maintain continuity and stability. Extra sessions can be discussed with the Pre-school Manager, or Deputy Manager.

In the event of a waiting list, admission will be decided after consideration of age, sessions already attended and time on waiting list.

Prior to your child's admission, you will be asked to complete a detailed Registration form. This will be always kept confidential. **Please keep us informed of any changes as they occur.**

We will issue a termly review for any changes in information given upon registering your child.

5. SETTLING IN AND ATTENDANCE

We recognise that not all children will settle straight away at pre-school, therefore we take into account the child's emotional and social development, and we may suggest that we think it necessary for you to stay with your child for the first few days, to settle him/her in. If you would prefer to do this, then please discuss with the staff.

Most children settle within the first five minutes, and it is usually the parent/carer who is the most upset, but please be reassured that we do not like to see the children upset, so therefore we will try whatever we feel necessary to settle the child in and help them enjoy Pre-school. We will be guided by you as to whether you wish to stay with your child or not.

For the first few sessions, the children will be helped with toileting but will be encouraged to become independent during the following weeks. Perhaps your child would like to bring his/her toy or teddy along to Pre-school. We will take care of them, but we do find that sometimes this reassures a child.

As some children take longer to settle than others good attendance is essential. This will enable children to quickly become familiar with the setting, staff, other children, and the routines in place. If the management has concerns regarding poor attendance, then a discussion will be held with parents. We will endeavour to support all families where there is a concern regarding attendance. If a child continues to be absent from pre-school and no explanation has been given (sickness, holiday etc) and we are unable to contact parents/carers we may have no alternative but to contact children's services to discuss our concerns.

We prefer children not to wear jewellery especially necklaces, as they can be dangerous in play. In addition, stud earrings are safer than hoops and drop earrings.

Parents/carers are always welcome to come in and discuss any worries they may have regarding their child settling in.

THINGS THAT MAY HAPPEN TO YOUR CHILD ON STARTING PRE-SCHOOL

- Turn into a tired monster.
- Catch all childhood ailments.
- Claim they have done nothing all morning.
- May regress in toilet habits.
- May pick up colourful interesting language, we DO NOT teach it.
- Cry or get upset when you leave and return. (Anytime within the first two weeks) Do not worry we will cuddle and reassure them.

WAYS YOU CAN HELP US

- Collect your child on time, very upsetting if you do not.
- Coughs and sneezes spread diseases, please keep yours at home. Encourage your child to cough into the crook of their arm.
- If your child has had a temperature, has been up in the night or has had Calpol please do not bring them in.
- Teach them to flush the toilet and wash their hands automatically.
- Teach them to wipe their nose or ask for a tissue and then wash their hands after.
- Dress them in clothing they can manage themselves. For example, loose trousers opposed to skinny jeans.
- Teach them to recognise their own name labels, whatever sort you chose.
- Find out what they actually like to eat before you pack their lunch box.
- Back us up with good manners and keep your language clean and polite in front of the children.
- Take a deep breath before you charge in, guns blazing when your child tells you a horror story, they

may have told us something equally horrific about you.

- Come in and talk to us should you have a pre-school problem with your child.

IF YOUR CHILD HAS BEEN SICK OR HAS HAD DIARRHOEA, THEY MUST BE KEPT AWAY FROM PRE-SCHOOL AND SHOULD NOT RETURN UNTIL THEY HAVE HAD A CLEAR 48 HOURS, ON RECOMMENDATION OF HEALTH PROTECTION ENGLAND.

6. OPENING TIMES - TERMLY

Monday to Friday

Mornings - 08.45 a.m. - 11.30 a.m.

Afternoons - 12.30 p.m. - 3.00 p.m.

Lunch club - 11.30 a.m. - 12.30 p.m.

TERM DATES will be put on Tapestry and in newsletters.

LUNCH CLUB has proved a valuable part of Haylands routine, and the children socialise at lunch time, and it prepares them for lunch time at school.

At Haylands pre-school healthy eating and being healthy is of paramount importance, we promote healthy eating and teach your children the importance of this. Therefore, we would like you to help us with this by giving your child a healthy lunch box. Healthy options include sandwiches, pasta, crackers, fruit, vegetables, yogurts, small packet of crisps or biscuit. You could also place cheese in as this neutralises the acid some fruits produce as we are now promoting the importance of oral health. (Children should be registered with a dentist). Please do not put sweets or chocolate bars in lunchboxes. **No nuts or nut related snacks, due to allergies.** Some tips for the summer months are freezing a carton of juice to act as a cool block or buy a small cool block. Please ensure your child has a drink for their lunch time.

During the morning and afternoon session we provide snack. Following our healthy eating we provide milk or water. Healthy snack e.g., fruit, vegetables, breadsticks, cereal etc.

BREAKFAST CLUB/AFTER SCHOOL CLUB is open to children between the age of 2 years 6 months and 11 years.

Breakfast Club 07.30 a.m. to 08.45 a.m.

After School Club 3.15 p.m. – 5.30 p.m. (This is broken down into hours; further details are available)

7. FEES

Invoices are placed in children's named boxes at the start of each half term or when they first start at the setting. Fees can be paid by childcare vouchers or BACS. Prompt payment is essential as we depend on this to remain open.

Should fees remain unpaid for a period of two weeks without informing the Pre-school Manager, it will be assumed that the space is no longer required, and it may be allocated to another child.

However, you will still be responsible for the fees due. If a child leaves and fees remain unpaid the Pre-school Manager will make attempt to contact to retrieve fees. If this is unsuccessful legal action will be taken to retrieve any unpaid fees.

If your child is sick or on holiday, full fees must be paid. It is very important to advise the Pre-school Manager of sickness or leave, otherwise it will be assumed that after two weeks absence, you will no longer require the space and it will be allocated to another child. Special circumstances may be considered after discussion.

Fees as of September 2024	£12.50	Per morning session
	£11.50	Per afternoon session
	£4.50	Full lunch
	£28.50	Full day

These fees are reviewed each September, or at the decision of the pre-school committee.

Please remember it is embarrassing for a member of staff to have to ask for arrears and we would like you to understand that pre-school cannot survive, and staff cannot be paid if fees are not paid up to date.

Termination of Sessions

Should you no longer require your child's place at pre-school, we ask for at least two-week's notice. If your child is in receipt of government funding, we will take 4 weeks from your funding as notice period.

All Pre-schools on Portland work in unison and therefore should your child leave with outstanding fees and register in another pre-school on the island, you will be asked for fees to be settled with us before registering. This also applies if you register at Haylands and owe money to another Portland Pre-School, we will ask that you settle these fees before a space can be offered.

Article 26 – The government should provide extra money for the children of families in need

Wrap around fees.

If your child is booked into either breakfast/ after school club and your child does not attend and we have not been given prior notice, we will have no alternative but to charge for the session. By making us aware that your child will not attend will also ensure we are not looking for them in the school. Thank you for your cooperation.

Working Tax Credit can help with pre-school fees.

If you do fall into difficulty with your fees, please come and discuss this with the Pre-school Manager, as there may be ways we can help or advise.

If a child is late being collected at the end of session, then fees will be added to the following weeks bill. Please refer to late pick-ups policy.

8. FREE EARLY LEARNING AND CHILDCARE FUNDING

We are part of the Early Learning and Childcare Funding scheme which provides 3-year-old funding. Your child will be eligible for the funding the term after their third birthday. Terms are January, April, and September.

All children, the term after their 3rd birthday are entitled to 15 hours per week, for 38 weeks of the year. The criteria are that the minimum hours in a day is 2hrs (in one block), and maximum hours in a day is 6 hrs (12 hours in total if over 2 days).

Therefore, you can use the funding towards lunch sessions and wrap around. Also, you can only have a maximum of 2 providers. To guarantee 15 hours per week it is advisable to inform the Pre-school as soon as possible of which hours you would prefer. In some cases, your child may be eligible for 2-year-old funding or Early Years Pupil Premium (for three-year olds). This is dependent on individual circumstances for example working tax credits or if your child is adopted, in care etc. Two-year-old funding has been introduced for some working families, please see the link below to check your eligibility.

This additional funding is used within the setting and will have a positive impact on your child's learning. You can check on www.dorsetcouncil.gov.uk to see if you may be able to claim.

From April 2017 the entitlement for some children increased to 30 hours funding per week. This is for individual parents to check their eligibility and complete. This can be completed using the <https://www.dorsetcouncil.gov.uk> website and searching for 30-hour childcare funding.

If your family is eligible, you will be given a code number which you will need to bring into pre-school. All children will continue to receive 15 hours funding if not eligible for 30. 30-hour funding can be taken up to 38 weeks a year, but in some cases, it is possible to stretch your entitlement through incorporating wrap around care.

Parents are eligible for 30 hours funding can also apply for the tax-free childcare scheme which came into effect in sept 2017, this is another government scheme to help parents pay for childcare. They can apply for children aged up to 12 years (17 if they have a disability).

Top up Fees.

The Early Learning and Childcare Funding Scheme covers 38 weeks in total. Should pre-school be open for longer than 38 weeks top up fees will apply. We therefore will charge for the additional weeks, which are not covered by the funding. This is in accordance with the Early Learning and Childcare Funding regulations. You will be advised when this is necessary. The amount will be notified to you and the option to spread payment over the length of the term instead of at the end. Any queries, please ask.

9. CURRICULUM

Article 3 – All organisations concerned with children should work towards what is best for each child.

Article 28 – Children have a right to an education.

Article 29 – Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Adhering to The Equality Act 2010, Children's Act 1989 & 2004

We will ensure that the planning, implementation, and evaluation of the Curriculum reciprocate the principles of the equalities policy and procedures.

Our aim is to prepare children at Haylands for entry into School by providing the basis for later studies in School and beyond. THIS IS ACHIEVED THROUGH UNDERSTANDING WHAT CHILDREN NEED TO LEARN, HOW WE ARE GOING TO TEACH IT TO THEM AND EVALUATE THE IMPACT OF THIS LEARNING. We use the appropriate equipment and activities relevant to the varying abilities of Pre-school children and all activities follow the Early Years Foundation Stage curriculum.

OUR MAIN ELEMENT OF CURRICULUM IS FUN

- Use language to communicate with others.
- Learn to listen and respond.
- Recognise the use of written language to carry information and ideas.
- Make comparisons in materials/objects and to make predictions about them and recognise similarities and differences.
- Understand simple ideas of weight, length, volume, etc.
- Name shapes and colours
- Acquire the awareness of numbers.
- Find ways of handling problems
- Use their senses to explore the world around them and living things in it.
- Acquire the skills and co-ordination for handling implements, particularly those needed for writing and

drawing.

- Learn respect for all people including those from different backgrounds, races, cultures, and abilities.
- Appreciate and enjoy the process of learning.

Article 31 – All children have a right to relax and play, and to join in a wide range of activities.

Children are constantly learning through play. They discover through exploring, observing, listening, and talking. We provide enough variety for children to achieve a balance between doing things on their own (free play) and being organised (structured play).

Children are given a wide variety of opportunities and experiences within the setting, in the outdoor play areas and within the local environment. Examples of this includes our Forest school activities where children explore the outdoor areas, our garden area where children can help with planting and watching what grows, the park where children can access physical equipment such as climbing. Also we explore our local environment where children learn about the world around them and have opportunities to learn more through visitors we have within the setting.

The Early Years Foundation Stage (EYFS) was originally launched in 2008. It is the statutory framework for all early years providers in England but it is held in high regard worldwide. The Statutory Framework for the Early Years Foundation Stage sets the standards that all early years providers must meet. Early years providers in England who provide care and learning for children from birth to the end of reception class must comply with the EYFS Statutory Framework. Ofsted regulate and inspect all early years providers against the safeguarding and welfare requirements and areas of learning to determine how well children are kept safe and healthy. From time to time the EYFS is updated and refreshed, so far this has happened in 2012, 2014 and 2017.

From September 2021 a revised EYFS came into force. The key messages about the reforms include:

- Reducing practitioner/teacher workload and needless paperwork to allow for more quality time and interactions with the children.
- Improving the outcomes of all children and addressing/reducing the disadvantage gaps
- The importance of workforce knowledge and professional development to inform assessments. Reflect upon the need to assess every child's development against 'check lists', saving formal steps of assessment for when they are necessary.
- Making early learning goals clearer and more aligned to Y1 curriculum.

There are seven statutory Early Learning Goals (detailed below), which establish expectations for most children to reach by the end of the Early Years Foundation Stage (end of reception year at school). They provide the basis for planning throughout the EYFS, laying secure foundations from birth for future learning. By the end of the EYFS some children will have exceeded the goals. Other children, depending on their individual needs, will be working towards some or all of the goals.

In addition to the seven areas in the EYFS we also observe how the unique child reaches out to relate to people and things through the **characteristics of effective learning**, which move through all areas of learning. This includes:

Playing and exploring, Active learning and Creating and thinking critically

The seven areas are split into three **prime areas** (Personal, social and emotional. Communication and Language and Physical development) and four **specific areas** (Literacy, Mathematics, Understanding the World and Expressive arts and design) as follows: -

PRIME AREAS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive learning (Statutory framework for the early years foundation stage) By the end of the foundation stage children should be able to :-

- Children can build constructive relationships
- express their feelings and understand those of others
- show resilience and perseverance
- see themselves as a valuable individual with a contribution
- manage own needs

COMMUNICATION AND LANGUAGE

The development of children's spoken language underpins all seven areas of learning and development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. (Statutory framework for the early years foundation stage) By the end of the foundation stage children should be able to :-

- learn and use new vocabulary throughout the day
- ask questions and articulate their ideas in sentences
- connect thoughts and ideas, describing events in detail
- engage in stories and non-fiction learning rhymes, poems and songs
- retell stories accurately

PHYSICAL DEVELOPMENT

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives (Statutory framework for the early years foundation stage) By the end of the foundation stage children should be able to :-

- refine movement: crawl, walk, run, jump, hop, skip, climb
- use their core muscle strength to achieve a good posture when sitting at a table or on the floor
- know and talk about the different factors that support their overall health and wellbeing
- develop small motor skills so that they can use a range of tools competently, safely and confidently
- develop the foundation of a handwriting style which is accurate and efficient

SPECIFIC AREAS

LITERACY

It is crucial for children to develop a life-long love of reading. (Statutory framework for the early years foundation stage) By the end of the foundation stage children should be able to :-

- read individual letter sounds
- blend sounds into words
- recognise a few common exception words
- segment words for writing

MATHEMATICS

Developing a strong grounding in number is essential so that all children can develop the necessary building blocks to excel mathematically (Statutory framework for the early years foundation stage) by the end of the foundation stage children should be able to :-

- count objects, actions and sounds
- subitise
- count beyond 10
- compare numbers
- recognise one more and one less
- compare length, weight and capacity

UNDERSTANDING THE WORLD

Understanding the World involves guiding children to make sense of their physical world and their community (Statutory framework for the early years foundation stage) By the end of the foundation stage children should be able to :-

- Talk about members of their immediate family and community
- name and describe people familiar to them
- compare and contrast characters from stories
- recognise that people have different beliefs
- explore the natural world around them

EXPRESSIVE ARTS AND DESIGN

The development of children's artistic and cultural awareness supports their imagination and creativity (Statutory framework for the early years foundation stage). By the end of the foundation stage children should be able to:-

- create collaboratively, sharing ideas, resources and skills
- listen attentively and move to music expressing their feelings
- develop storylines in their pretend play
- explore and engage in music making and dance

If you wish to discuss this further, you are always welcome to speak to Debbie King or your Childs key worker.

The seven learning areas are split into assessment areas as follows: -

Personal, Social and Emotional Development

- Making relationships
- Sense of self
- Understanding emotions

Communication and Language

- Listening and attention
- understanding
- speaking

Physical development

- moving and handling
- health and self-care

Understanding of the World

- people and communities
- the world
- technology

Literacy

- reading
- writing

Expressive arts and design

- Creating with materials
- Being imaginative

Mathematics

- numbers
- shape, space and measure

The above information has been taken from the Department for Education Development matters non-statutory curriculum guidance for the early years foundation stage (September 2021)

EVERY CHILD A TALKER (ECAT) / WELLCOMM

We as a setting were approached by Early Years to take part in a project, promoting children's language and communication skills through everyday fun and interesting experiences. This project is overseen by **Debbie King**, working in conjunction with Early Years Advisors and SALT.

Wellcomm was introduced into the setting in November 2019 as a tool kit to determine any areas of concern regarding children's level of understanding. Through this we can ensure we are providing the best support for all children in our care.

We continue to use our Wellcomm toolkit as a basis of determining any concerns regarding children's speech and understanding. With parental permission we can then discuss next steps such as an Individual plan or a SALT (Speech and Language Therapy) referral.

ENVIRONMENTAL SUSTAINABILITY POLICY

At Haylands pre school we wish to support children to learn about sustainable practices and foster respect and care for living and non-living environments.

Children can develop positive attitudes and values about sustainable practices by exploring solutions to environmental issues (recycling), learning about the world around them and how to protect it and watching adults role model sustainable practices.

We promote a holistic, open-ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:

- Helping children to explore nature through art and play
- Supporting children to experience the natural environment through natural materials like wood, stone, sand and recycled materials
- Supporting the environment by learning how to grow and nurture plants and discovering all about the food cycle by growing food
- Helping children to learn about water conservation, energy efficiency and waste reduction through play-based activities and adult interactions
- Going on nature walks and learning about plants they see in the local area
- Developing a recycling area and encouraging children to share a recycling ethos in the home environment.

As a pre school we will embed sustainability into all aspects of the operations including:

- Recycling materials for art and creative activities and encouraging parents to bring in their recycling materials for the same use
- Ensuring parents recycle children's take-home recycled material models, if they do not keep them
- Considering our carbon footprint when purchasing materials
- Shopping local where possible
- Turning off equipment and lights when not in use
- Not leaving any equipment on standby
- Unplugging all equipment at the end of its use/the day

Working together with all our parents and partners will help our environment to be more sustainable and make it a better place for our future generations to grow up in.

APPENDIX 1 – OBSERVATION AND RECORD KEEPING POLICY

Adhering to The General Data Protection Regulations 2018 (GDPR) And Freedom of Information Act 2000

At Haylands, we observe the children and record their progress on a day-to-day basis, following the Early Years Foundation Stage (ages 0 – 5). Helping us identify the stage of the child and evaluate accordingly. Action plans are drawn up from the evaluations, if needed.

The areas observed are as follows: -

PRIME AREAS: -

- ☐ Communication and language development.
- ☐ Physical development
- ☐ Personal, social and emotional development

SPECIFIC AREAS: -

- ☐ Literacy development
- ☐ Mathematics development
- ☐ Understanding the world development
- Expressive arts and design.

The observation process is that all children should have a good understanding of the PRIME AREAS in order to achieve the SPECIFIC AREAS of the Early Years Foundation Stage (EYFS – more information on the EYFS can be accessed via www.foundationyears.org.uk website)

There are three characteristics of effective teaching and learning and they are:

- Playing and exploring – the children investigate and experience things and “have a go”
- Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The observations are reviewed and evaluated at regular staff meetings. Your child will be given a keyworker who will be responsible for their observations and records, and feedback with parent/carers. The keyworker will then make the SENCO of the setting aware if the child needs additional support.

We now use “Tapestry” online observations for our children’s learning journeys. This is an interactive way of observing through the EYFS areas of learning and allows instant two-way feedback between the keyworker and parent. Upon a child starting a consent form is completed and signed agreeing for both individual and group photographs to be used. The Manager views all observations prior to being downloaded onto Tapestry.

Parents are encouraged to add observations which children complete outside of the setting. This not only gives us a picture of the child outside of the setting but also allows us to link observations that they are achieving at home which may not be seen within the setting.

In addition to online observations all children will still have a folder containing paper copies of the EYFS (for the keyworkers use), which will be given to your child when they leave Haylands.

Photographs of your child at play will be displayed within the setting. When your child leaves Haylands if these photographs only contain your child, then this will be given to you. If however there are several children included in the photographs then they will be shredded, adhering to Data Protection Act.

A parent's consultation time will be held during the year so you are able to discuss any concerns you or we may have. However, in line with the Freedom of Information Act these observations are accessible for parents/carers to access, at all times. Please ask member of staff for help.

If a child attends more than one setting, or childminder, then we as a provider must enable a regular two-way flow of information with parents and/or carers, and between each provider, on the progress of the child, with Parents/carers written consent. This can also be achieved through Tapestry. Termly cluster meetings are held between all Early Years Providers within the local vicinity to ensure the links are there between the settings as required by Ofsted and we are providing local joint care between providers. No children are discussed at these meetings.

At the end of the summer term the parent will be asked to sign and give permission for a transition sheet to be forwarded to the relevant school. This will include an overview of your child's progress and any information we feel may be relevant for the smooth transition of your child into school.

Progress Check at age two

When a child is aged between two and three, practitioners must review their progress and provide parents and/or carers with a short-written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. The two-year check is completed by the keyworker and manager and will then discuss the outcomes with parent/carer who are in turn able to add their own comments/concerns. The check will also contain any external agencies involved with the child. This information is then passed to Health visitor (with parent consent) AND A COPY HELD IN THEIR LEARNING JOURNAL

Adhering to 3.26, 3.67, 3.68, 3.72 Of EYFS Welfare Requirements

APPENDIX 2 – FREEDOM OF INFORMATION POLICY

Adhering to The Freedom of Information Act 2000 And General Data Protection Regulations 2018

In accordance with the Freedom of Information Act, parents/carers have the right to view their child's personal records and relevant paperwork at any convenient time.

All children will have their own box file for access of the parent. Therefore, if any parent/carer wishes to discuss their child's progress between parent consultations, they can arrange this with their keyworker. The wellbeing of the child will only be discussed with the persons with parental responsibility, as on registration form, unless we have written permission from the parent as to whom we can share this information with.

The manager or deputy manager will also be available to discuss issues regarding a child's progress.

All staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers have access to all records about their child, providing that no relevant exceptions apply to their disclosure under the General data Protection Regulations.

Personal records of children are kept in a secure locked cabinet in accordance with General Data Protection Regulations.

- **Article 7** – All children have the right to a legally registered name, the right to a nationality and the right to know and, as far as possible, to be cared for by their parents.
- **Article 23** – Children who have any kind of disability should have special care and support so that they can lead full and independent lives.
- **Article 30** – Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Children and Social Work Act 2017
Criminal Justice and Court Services Act 2000
Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015)
Freedom of Information Act 2012
Safeguarding Vulnerable Groups Act 2006
The Childcare Act 2006
The Children Act 1989 and 2004
The Children Act (England and Wales) 1989
The Equality Act 2010
The Human Rights Act 1998
Children and families Act 2014
The Police Act 1997
The Counter-Terrorism and Security Act 2015
The Data Protection Acts 1984, 1998 and 2018
The Domestic Abuse Act 2021
The Sexual Offences Act 2003
Keeping Children Safe in Education
Working together to safeguard children

Haylands preschool is an Accredited Rights Respecting Pre-school.

In 2015 British Values was highlighted within the EYFS and as an accredited Rights Respecting setting, we are constantly striving to implement additions and changes to our practice, therefore we will be following the four fundamental areas of British Values which are: -

1. Individual liberty

Children are actively encouraged to make their own choices. We provide opportunities for all children to develop independence and self-esteem. We encourage children to recognise their success, and praise is always given both verbally and through stickers, certificates, mini teacher etc.

2. Mutual respect and tolerance

Haylands pre-school is an inclusive setting for all service users. Children are encouraged to take turns and share resources. All children and their family's beliefs will be respected and supported when necessary.

3. Democracy

Children at Haylands are constantly involved in decision making and are always encouraged to express their feelings, opinions, and ideas. Children are aware that they have a voice and that their voice will be heard.

4. Rule of law

Boundaries are in place at Haylands, and all children are aware and reminded of these on a regular basis. Through Rights Respecting we developed our 'rules and responsibilities' with the children's input. We ensure that staff are positive role models within the setting.

We will implement individual liberty for all children by

- Encouraging children to develop their self-knowledge and increase their confidence
- Provide a range of activities for children to understand feelings and differences
- Build on children's self-esteem through individual job roles

We will implement Mutual respect and tolerance for all children by

- Incorporating inclusivity and equality for all
- Respecting all cultures
- Provide resources which promote equality
- Challenge negative stereotypes

We will implement democracy for all children by

- Encouraging children to be involved in decision making
- Involving parents to take part in decision making
- Talk about personal feelings.

We will implement rule of law for all children by

- Encouraging children to understand and support their feelings
- Develop an awareness of boundaries
- Continue working as a Rights Respecting setting.

We encompass respect for equality and diversity. We will respect all individuals providing equality of opportunities for all, to reach maximised potential.

Haylands believes that no child, individual or family should be excluded from the pre-school.

If a parent/carer has difficulty with bringing their child to pre-school due to transport issues, then they may be able to get help with funding towards the cost of taxi's etc. This however is for the parent to arrange and not the pre-school. This can be done via **Telephone** 01305 224537 **Email** dt@dorsetcouncil.gov.uk
Website <http://www.dorsetcouncil.gov.uk/education-and-training/school-transport>

Haylands **ENCO-ORDINATOR is Debbie King** who is on hand to support with equality and diversity within the setting.

This policy also applies to staffing.

We recognise that many different types of family successfully love and care for children. Staff recognise that not all children live with two parents, and care must be taken to avoid causing distress, especially on Mothers/Father's Day.

We will provide a wide selection of anti-discriminatory materials and equipment that positively enhance play opportunities and activities in line with the Curriculum, therefore we acknowledge positive awareness of Diversity and Equality incorporating different faiths, beliefs or non-belief, and will implement this in our curriculum with parent consent.

For children whose home language is not English, we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their development at home.

The children will have sufficient opportunities to learn and reach a good standard in English language during the EYFS. This can be supported by a diary which will be a two-way learning the language of the week diary, for child and staff.

We ensure that all provision accommodates the needs of individuals to be able to communicate effectively: - Sign language, multi-lingual books and additional resources.

We also have the facility to translate all information into different languages to help with families that home language is not English.

We can also access agencies and support to help with diversity within the group, including support from Health Visitor and Early Years Advisor

Discriminative behaviour and remarks are unacceptable in Haylands.

The Prevent Duty was introduced into settings September'15 including British Values and full information can be found in the Safeguarding Policy.

Adhering to 3.67 Of the EYFS Welfare Requirements (Also Incorporating 1.8 of The Learning and Development Requirements)

APPENDIX 4 – CONFIDENTIALITY & GDPR POLICY

Adhering to The Data Protection Act 2018, Children Act 1989 & 2004 & Working Together to Safeguard Children 2018

Freedom of information Act 2000

Following the implementation of the General Data Protection Regulations (GDPR), Haylands operates a very strict confidentiality policy. All members of staff sign a confidentiality agreement upon commencing employment, and this reviewed annually. All committee members also must sign a confidentiality agreement upon joining Haylands Committee.

Any information, which is received about the children, families, or service users of the pre-school, will remain confidential to the relevant members of staff, the manager and deputy manager of Haylands.

Any information, which is received by members of staff, about the setting, or other members of staff, will also remain confidential, unless the management deem it necessary to discuss further, or take action.

All staff are fully aware that they must not discuss any child or family at any time outside of the setting. If staff are approached, then they will invite the parents/carers to come into the setting to discuss with the manager or keyworker.

In accordance with our GDPR policy all confidential information is kept in a secure locked cabinet, at all times.

With regard to Safeguarding Children issues and information, please refer to the Safeguarding Children Policy.

The GDPR EU law came into effect on 25th May 2018. It replaces the current Data Protection Act 1998. Its aim is to give individuals greater control over their personal data.

In order to provide a quality early years' service, Haylands will require information from parents about their child and family. Some of this will include personal data.

Our families' privacy is of paramount importance and in accordance with the General Data Protection Regulations we will process any personal data according to the seven privacy principles. They are:

1. We must have a lawful reason for collecting personal data and must do it in a fair and transparent way.
2. We must only use the data for the reason it is initially obtained.
3. We must not collect any more data than is necessary.
4. It must be accurate and there must be mechanisms in place to keep it up to date.
5. We cannot keep it any longer than legally required.
6. We must protect the personal data.
7. We will be accountable for the data. This means that I will be able to show how I (and all staff) am complying with the law.

Haylands preschool is registered with the Information Commissioner's Office, the UK's independent authority set up to uphold information rights in the public interest, promoting openness by public bodies and data privacy for individuals.

In accordance with this, Haylands Pre-school will ensure that all parents receive full information regarding the data which is held on them and their children who attend. This is in the form of a Privacy Notice which parents are required to read and sign upon their child's initial registrations.

I will be asking parents for personal data about themselves and their child/ren in order to deliver a childcare service. This is in accordance with the statutory framework for the Early Years Foundation Stage, Ofsted, Department for Education and my local authority. I am required by law to keep data for a retention period once a child leaves the setting. This is done in a secure way and disposed of appropriately and securely when necessary. Haylands **data protection officer** is **Julie McNally**

APPENDIX 5 - INFORMATION SHARING POLICY

Article 13 – Children have the right to get and to share information, as long as the information is not damaging to them or others

Sharing information is important as part of an early intervention and preventative service. Early intervention aims to prevent problems escalating and increase the chances of achieving positive outcomes. In some areas there is increased use of multi-agency services, for example, Speech Therapists, Portage.

Also, if your child attends multiple settings, I am expected to share their EYFS developmental learning between the settings. This enables both providers a good overview of how your child is progressing at the different settings.

On occasion (with parent/carer permission) we will meet up with other providers to discuss your child. In the summer term prior to a child leaving Haylands for school we will meet up with the reception teachers to discuss children's progress and any concerns we may have or ongoing support they are receiving.

Where integrated working is through specific multi-agency structures or existing services, appropriate information sharing between these services produces an effective working partnership and benefits the child.

We do however need parent/carer consent to involve these agencies, therefore within your registration pack, prior to your child attending Haylands, is a consent form for your signature. Haylands will be expected to share personal data on your child and family with Dorset County Council for the purpose of Local Authority Funding.

In some cases, I may need to share information without parents' consent, for example, if there is a child protection concern, criminal or tax investigations, health and safety reports etc.

Ofsted may require access to these records at any time.

Adhering to 3.68. 3.69. 3.70. 3.71 of EYFS Welfare Requirements

Adhering to Health and Safety at Work Act 2005, COSHH 2002, RIDDOR 1995

It is the policy of the school to comply fully with the requirements of European Community Law, the Health and Safety at Work Act 1974 2005, the management of health and safety 1999 and all other relevant statutory provisions.

Haylands pre-school undertakes to review its Health and Safety policies and risk assessments on an annual basis, or whenever major changes dictate that it is necessary, to prevent danger or harm.

It is the policy of the pre-school and the governing committee to

- Establish and maintain a safe and healthy environment throughout the setting.
- Establish and maintain safe working procedures among staff and children.
- Ensure the provision of sufficient information instruction and supervision to enable all employees and children to avoid hazards and contribute to their own health and safety and to ensure that they have access to health and safety training as appropriate or as when provided.
- Maintain all areas under the control of the committee and manager in a condition that is safe and without risk to health.
- Produce effective procedures for use in case of fire and for evacuating the settings premises.
- Lay down procedures in case of accidents and maintain first aid supplies and accident reports.
- Make children aware of health and safety, so that they can begin to take responsibility and judge risk for themselves.
- Risk assessments to be carried out annually unless major changes take place.
- All employees have a duty to safeguard and promote the welfare of children and act accordingly if concerns arise.

Delegated Health and Safety officer Debbie King

Ongoing COVID safety

Following on from the Covid pandemic, Covid will be present for the foreseeable future. We will continue to take reasonable steps to ensure all staff and children in our care are not exposed to unnecessary risks and the health and safety officer will ensure all risk assessments are relevant and updated frequently. The setting will continue to be cleaned thoroughly at the end of each day and as necessary throughout the day. Children are actively encouraged to learn about good hygiene practices by regular hand washing after toileting, nose blowing etc.

PPE is always available and will be worn when needed.

ORAL HEALTH

The introduction of the new Ofsted Statutory framework in September 2021 included an important emphasis on the promotion of good oral health in children. This was introduced following research by Public Health England that suggested between 1 in 5 children aged 5, have experienced tooth decay. The aim of this new requirement is to reduce tooth decay in children and associated hospital admissions, since it is the most common reason for children aged 6 to 10 to be admitted to hospital to have teeth removed.

At Haylands we work together with children, families and external agencies to promote good oral health practices through assisting families who need support accessing dentists, encouraging healthy lunch boxes, providing healthy snacks throughout the day and general discussion in the setting.

In September 2024 we joined an initiative called the 'Big brush club'. This is in conjunction with the NHS and encourages oral health for children. Through this, all children attending Haylands were provided with a toothbrush and toothpaste to take home and one each for in the setting.

As a part of our daily routine, all children and staff now take part in brushing their teeth after morning snack. This is completed as a table top activity with all children given their own named toothbrush, a small amount of toothpaste and are encouraged to clean their teeth, accompanied by a toothbrushing song.

COSHH - Control of Substances Harmful to Health

All harmful substances used within the pre-school are kept in a secure cupboard out of children's reach. There is a list of the substances used and data sheets which are stored in Health and Safety Folder within the pre-school.

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

In line with these regulations all accidents and injuries from both children and employees will be recorded and witnessed in the accident book. Any injury will be reported to both the manager and Health and Safety Officer. If there is an incident involving infectious diseases, then this will be reported to our local health and safety executive. We will make Ofsted aware of any notifiable diseases within 14 days.

DOGS

Dogs are not allowed on the premises or on the grounds of the school.

SMOKING/VAPING

There is a strict no smoking/vaping policy both within Haylands pre-school, the school grounds and surrounding area.

Adhering to 3.49, 3.50, 3.51, 3.55.3.63 of EYFS Welfare Requirements

ADVERSE WEATHER POLICY

At Haylands preschool we have an adverse weather policy in place to ensure that our preschool is prepared for all weather conditions that might affect the running of the setting. If at any time we need to close the setting, we will contact parents via phone and Tapestry. As we are on the site of St. Georges Primary School, we are generally guided by their closure policy. During the day we will not take children outside if we judge the weather conditions make it unsafe.

In the event of staff shortage due to snow or adverse weather we may need to close our after-school club, but we will aim to give parents as much notice as possible should we need to close. Our main concern is that staff, children, and parents are safe.

EMERGENCY PLAN POLICY - There may be situations that arise that we may need to initiate our emergency plan procedure. This may be situations such as loss of heating, water, or widespread illness. In these situations, we need to make decisions as to whether to remain open or to close the setting. The decision will be made in conjunction with the Manager/committee and considering advice from local authority. Should the setting need to close, parent will be contacted as soon as possible and therefore it is vital to keep contact details up to date. Staff will remain until all children have been collected and will then be decided when the setting will re-open and other parents not necessarily affected at the time of closure will be informed. Once the setting can re-open safely and legally it will do so.

LOCK DOWN POLICY - We will use the lock down procedure when the safety of the children and staff is at risk, and we will be better placed inside the building. Doors and windows will be locked and blinds down. We

will activate this emergency procedure in response to a number of situations but some of the more typical may be:

- A reported incident or disturbance in the local community (with potential to pose a risk to staff and children)
- An intruder on the school sight (with potential to pose a risk to staff and children)
- A warning being received regarding a risk local of air pollution (smoke plumes, gas cloud etc)
- A major fire or explosion in the vicinity of preschool (if it is safer to remain in the building than leaving)

In this case the staff will be notified by the following action:

- A whistle will be blown, and all individuals will remain in the area that they are in, if safe to do so. If the children are outside staff are to promptly and calmly direct children into the building, if this will not endanger them. Staff will make efforts to close and lock doors where safe to do so. All individuals will remain away from the windows and doors and children will be occupied in the centre of the room so that they are not placed at risk or able to see any situation developing outside.
- The manager will ensure that all children, staff, and visitors are safe. The manager will then remain in constant contact with the necessary department (police, local authority etc.) and await further instruction.
- Once the all clear has been given externally the manager will issue the all clear internally. Staff will then return to normal practice to enable the children not to be disrupted or upset by the event. In the event of this situation arising parents will be informed at the earliest and safest opportunity

APPENDIX 7 – SAFEGUARDING CHILDREN POLICY

CHILD PROTECTION POLICY

Article 9 – Children should not be separated from their parents unless it is for their own good, for example if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 19 – Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 34 – The government should protect children from sexual abuse.

Article 39 – Children who have been neglected or abused should receive special help to restore their self-respect

Adhering to Children Act 1989 & 2004, Working Together to Safeguard Children 2018. Children and Families 2014. Counter Terrorism and Security Act 2015

Haylands Pre-school has a duty to safeguard and promote the welfare of children. All new staff will complete an enhanced DBS checks upon employment and before carrying out any intimate care on children.

Our designated safeguarding officer is Julie McNally and her deputy safeguarding officer is Debbie King. Both staff ensure all relevant safeguarding training is kept updated including the inter-agency safeguarding training. Two additional members of staff are trained as level 3 safeguarding officers responsible during the after school clubs.

Therefore, set out below are our procedures that will be taken should we have reason to believe that a child in our care, is subject to either of the following:

EMOTIONAL ABUSE

Action will be taken if the management team have reason to believe that there is a severe, adverse effect on behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection. Children may also experience emotional abuse through witnessing domestic abuse and alcohol and drug misuse by adults caring for them. In England, The Domestic Abuse Act 2021 recognises in law, for the first time, that children are victims if they see, hear or otherwise experience the effects of domestic abuse.

- The concern will be discussed with the parent/main carer
- Such discussion will be recorded, and the parent/main carer will have access to such records.
- If there appears to be any further concerns regarding the circumstances, the matter will be referred to Children's Services and/or the police, in accordance with the local safeguarding children's board procedures.

NEGLECT

Action will be taken if the management team have reason to believe that there has been persistent or severe neglect of a child, or a child's comments that give cause for concern. (For example, by exposure to any kind of danger, including cold or starvation) which results in serious impairment of the child's health or development, including a failure to thrive. Children's oral health is of paramount importance, and we will work closely with families to ensure their child has the access they need to dental care. If we feel that parents are not taking our advice or support, we will seek further advice from external agencies.

- The concern will be discussed with the parent/main carer.
- Such discussion will be recorded, and the parent/main carer will have access to such records.
- If there appears to be any further concerns regarding the circumstances, Children's Services and/or the Police will be notified, in accordance with the local safeguarding children's board procedures.

BULLYING

Action will be taken if the management team have reason to believe that there has been persistent bullying which results in serious lack of self-esteem and self-worth, and a withdrawn child.

- The concern will be discussed with the parent/main carer.
- Such discussion will be recorded, and the parent/main carer will have access to such records.
- If there appears to be any further concerns regarding the circumstances, Children's Services and/or the Police will be notified, in accordance with the local safeguarding children's board procedures.
- With regard to our wrap around care, which caters for children up to 11 years of age, we also raise concerns with the children about protecting themselves from **Cyber Bullying**. As these children may have daily access to the internet, mobile phones etc. they need to be made aware of the safeguards they need to take whilst accessing these. Within the setting we have security in place of any internet access. Children are not allowed to access mobile phones within the setting. With regard to this issue, we will follow the above procedure.

PHYSICAL ABUSE

Action will be taken if the management team have 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. Also, if a child's comments give cause for concern.

- A parent must make a member of staff aware of any injuries or significant bruising that has occurred outside of pre-school. This will then be logged in the bumps and grazes book, by the parent and signed. A member of staff will also sign the book. If a parent fails to inform us of this and marks are noticed, then they will be recorded, and a phone call will be made to the parent to clarify. This will

then be discussed upon collection of the child where a signature will be required. This is to cover the pre-school from re-percussions and also to show that we are doing our duty by safeguarding the children who come to us. If however, there is a more significant concern which should remain confidential, then this will be logged in the Incident Book, by the Manager or Deputy Manager. Conversation will be logged, and this will be discussed with the parent/carer, where a signature will be required.

- Should the Manager or Deputy Manager have concerns regarding a disclosure they will contact the FSAAL (Family Support and Advice Line) team for advice without parent/carer discussion.
- If there appears to be further concerns regarding the injury, Children's Services and/or the Police will be notified, in accordance with the local safeguarding children's board procedures.
- If a disclosure is made and the parent/carer does not collect the child on that day, then the manager will attempt to contact them. If, however after 24 hours this has been unsuccessful then the manager reserves the right to inform Children's Services if they have cause for concern.
- Discussion would not happen with the parent/main carer if it were believed this would place the child at risk of significant harm.

Fabricated illness

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The parent or carer may seek out unnecessary medical treatment or investigation; they may exaggerate a real illness and symptoms or deliberately induce an illness through poisoning with medication or other substances or they may interfere with medical treatments. Fabricated illness is a form of physical abuse, and any concerns will be reported, in line with our safeguarding procedures.

SEXUAL ABUSE

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

- The observed instances will be recorded.
- Discussion would not happen with the parent/main carer if it were believed this would place the child at risk of significant harm.
- The observed instances will be reported.
- The matter will be referred to Children's Services and/or the police, in accordance with the local safeguarding children's board procedures.

FEMALE GENITAL MUTATION

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

At Haylands Preschool, we have a robust and rigorous safeguarding procedure and protecting children in our care is paramount. The safeguarding officer and all members of staff are responsible for adhering to and follow these policies.

We endeavor to adhere to the following: -

- The safety and welfare of the child is paramount.
- All agencies involved act in the interest of the rights of the child as stated in the UN convention 1989 and the Children's act 1989.

- All professionals are made aware of the possibility of a girl being at risk of FGM as a result of religious beliefs, nationality and other unusual events that could lead to FGM e.g., a child being taken out of the setting for six weeks or more by parents or relatives.
- If a member of staff had concerns over a child, they would report it to the safeguarding officer in the setting who would then decide whether a referral was needed to the **FSAAL (Family Support and Advice Line)** Parents can still refer to **MASH (multi agency safeguarding hub)**

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.

It's also known as "female circumcision" or "cutting", and by other terms such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It is illegal in the UK and is child abuse.

It's very painful and can seriously harm the health of women and girls. It can also cause long-term problems with sex, childbirth and mental health.

Help and support is available if you've had FGM or you're worried that someone may be at risk

Any incidents will be treated in the strictest confidence. Safeguarding the children in our care is a priority at all times and we will not tolerate any form of child abuse.

PREVENT DUTY – IN ACCORDANCE WITH THE COUNTER TERRORISM AND SECURITY ACT 2015

Haylands Preschool believes that safeguarding children is paramount, under the new guidance released in July 2015 called 'The Prevent Duty', we will take due regard to the needs to prevent children and families being drawn into terrorism.

People who are vulnerable to becoming involved in terrorism can be of any group, age, faith, ethnicity, or background. Many factors are involved with a person who may become vulnerable to becoming involved in terrorism, these include:

- Peer pressure
- Influenced from others
- Internet
- Bullying
- Crime and/or antisocial behaviour
- Family tensions
- Race and hate crimes
- Lack of self-esteem or identity
- Personal or political grievances.

The key person approach allows us to have an understanding and bond with our children and their families, with this in mind we may often be the first to see any changes in behaviour, demeanour, or personality in children and/ or families. We will not carry out unnecessary intrusion into family life, but we will take action when we observe behaviour of concern. We will be aware of the online risk of radicalisation through the use of social media and the internet.

We will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the local area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

We will ensure that our Designated Safeguarding Officer will undertake Prevent awareness training so that they can offer advice and support to other members of staff. All staff will be trained and informed, enabling

them to identify children who may be at risk of radicalisation. We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way. As with managing other safeguarding risks, our staff will be alerted to changes in children's behaviour which could indicate that they may be in need of help or protection.

We will promote fundamental British values through the standards of learning set out in the statutory framework of the Early Years Foundation Stage for learning, development, and care for children from 0-5, with a particular focus using personal, social, and emotional development and understanding of the world. Staff will actively promote an ethos of inclusivity and tolerance where views, faiths, cultures, and races are valued, and children are engaged with the wider community.

Any diversity resources used in the nursery will be age appropriate and staff will have the knowledge and confidence to use the resources effectively creating a diverse acceptance.

We will support families who raise concerns providing support and signposting to them ensuring they can access the right support mechanisms.

We will follow existing safeguarding procedures to ensure a comprehensive risk assessment and referral process is followed, working in partnership with our Local Authorities and Local Safeguarding Children's Board for guidance and support. Concerns will be raised and discussed with the designated safeguarding officer, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

On occasion we may seek support from our local police force or use the non-emergency number, 101 to gain access to support and advice and/ or raise concerns by email to counter.extremism@education.gsi.gov.uk. Please note that these measures **must not** be used in emergency situations, where you deem a child to be in immediate danger or need. Safeguarding referral procedure must be followed in this case.

We will make a referral to Channel if we deem a child and/ or their family are:

Engaged in an ideology, this is sometime referred to as psychological hooks, these include the person's needs, their susceptibilities, their motivations, and influences.

Intent- meaning those that show that a person is ready to use violence to promote their view or achieve their aim.

Capable- a person who has the capability to cause harm using specific skill sets, accessible resources and/ or networks.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for practitioners to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

BRITISH VALUES

We will promote fundamental British values through the standards of learning set out in the statutory framework of the Early Years Foundation Stage for learning, development and care for children aged 0-5years, with a particular focus on Personal, social, and emotional development and understanding of the world. Staff will actively promote an ethos of inclusivity and tolerance where views, faiths, cultures, and races are valued, and children are engaged with the wider community. Any diversity resources used in the setting will be age appropriate and staff will use their knowledge to use the resources effectively creating a diverse acceptance.

PLEASE REFER TO THE EQUALITY POLICY FOR MORE INFORMATION.

Inappropriate behaviour displayed by other members of staff or by any other person working with the children E.g., inappropriate sexual comments, excessive one to one attention beyond the requirements of their usual role and responsibility or inappropriate sharing of images.

All staff are aware of the need for discretion and professionalism outside of the setting including social networking sites.

PLEASE NOTE: There are exceptions to the above procedures, if any child is thought to be in immediate danger, Haylands management will contact Children's Services and/or the police immediately.

Our primary responsibility is the welfare and wellbeing of all children in our care. We therefore 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.

- Haylands has a duty to report any suspicions about abuse to Children's Services whether this stems from allegations against staff, carers, or the general public. The Children Act 2004 (Section 47(1)) places a duty on Children's Services to investigate such matters. Haylands will follow the procedures set out by the local safeguarding children's board procedures.

All staff at Haylands have Safeguarding Children training. In addition to the above-mentioned safeguarding, all staff are trained in and aware of the following potential safeguarding issues.

- Cyber security
- Modern slavery
- Child trafficking
- Adult sexual exploitation
- Upskirting
- Child abuse linked to faith or belief (CALFB)
- Cuckooing
- County lines

If we have any concerns relating to the above, we will follow our safeguarding procedures.

Our Safeguarding Children Officer is Julie McNally, and her deputy is Debbie King, who will take the lead in dealing with any concerns raised initially and will then decide whether to take advice from Children's Services and/or the police. Discussions will take place with parent/main carer before such action unless it was believed this would place the child at risk of significant harm. An allegation of child abuse and/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.

Children's Services take the lead role in enquiring about child protection issues relating to the child whilst the employer retains the responsibility for disciplinary actions relating to staff member, volunteer, or carer.

Should an allegation be made against a member of staff or volunteer regarding safeguarding children issues the procedure for this would be:

Allegation or incident recorded discussion with Designated Safeguarding Officer who will contact Children's Services for advice and direction. We will also contact our Local Authority Designated officer (LADO). The incident will be reported to Ofsted.

- The incident will be reported to the Committee chairperson.
- The committee chairperson will decide how far to discuss it with the accused member of staff without

involving outside agencies, bearing in mind that a safeguarding allegation and, or neglect could lead to a criminal investigation.

- If there appears to be further concerns, then Children's Services and/or the Police will be notified in accordance with the local safeguarding Children's board committee procedures.
- The manager and the committee chairperson will need to decide whether to suspend the member of staff pending investigation.
- Suspension may be considered necessary if, there is cause to suspect a child is at risk or significant harm, or the allegation warrants investigation by the police, or the allegation is so serious that it might be grounds for dismissal.

The suspended person will be suspended on full pay during the period of the investigation. If there is no proof of any misconduct and a suspended person is to return to work, appropriate support will be set up. If the complaint is upheld the staff member would be dismissed on the grounds of misconduct following usual disciplinary procedures.

Ofsted will be notified if Children's Services are investigating a safeguarding child matter related to the group.

MOBILE PHONES: any member of staff or visitor to the setting, including parents are not allowed to use their mobile phone within the pre-school. Should a member of staff see any mobile phone being used within the pre-school, they will ask for the phone to be switched off or put away. All staff keep their mobile phones in their locked cabinets. Only the pre-school mobile phone will be used when going on outings, visits etc.

TABLETS: All staff have tablets for individual key children observations. All staff are responsible for the safety and security of these. Once pictures have been included in observations they are deleted from the tablet, and this is checked by the Manager of the setting.

When going on outings, walks etc, a separate tablet is used for taking photographs. All pictures are deleted prior to each outing. These are stored in secure cabinet in the setting. No other cameras will be used in the setting except the pre-school cameras.

SMART WATCHES – VTECH WATCHES: Due to the ability to take photographs on these items, we will remove from children for the time that they are in the setting, including their vetch watches and they will be kept secure in the office until home time.

GIVING OF GIFTS: at certain times of the year, we will be giving your child a personal gift. This will include Christmas and upon leaving pre-school to move on to school. We may also give gifts for other occasions including World Book Day (where all children receive a book). In these circumstances all children are treated equally and receive gifts to the same value.

FACEBOOK: Following safeguarding guidance, all staff are made aware that they must not be friends on Facebook with parents of any child who attends pre-school. Parents are also made aware of this. This is to ensure safety and security to both staff and children.

CONFIDENTIALITY: Haylands Pre-school follows the confidentiality policy drawn up in conjunction with the Data Protection Act. However, if it becomes necessary to disclose information concerning a child and/or member of staff (if allegation is made against a staff member) to an outside agency, the following procedure will be followed.

- The consent of the parents/main carers of that child and/or the consent of the staff member for the disclosure will be sought first.
- If it is believed that obtaining such consent would place a child at risk or significant harm, the disclosure will be made without obtaining consent (bearing in mind the public interest in safeguarding the child's welfare overrides the need to keep information confidential)

Monitoring children's attendance

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern. We ask parents to inform the nursery prior to their children taking holidays or days off, and all incidents of sickness absence should be reported to the nursery the same day, so the nursery management are able to account for a child's absence. This should not stop parents taking precious time with their children, by keeping us informed parents can help us to meet our statutory requirements and let us know that children are safe.

Safeguarding Records – we will pass these on to the child's new educational establishment e.g. school. In the event that we are not informed of the child's new placement, we will keep the records until the child has reached 25 years old.

CONTACT NUMBERS & LINKS:

MASH (Multi Agency Safeguarding Hub): 01202 228866
Children's Services 01305 760139
Out of hours duty line: 01202657279 (5.30pm-8.40am weekends, bank holidays etc)
Emergency police 999
Police 01305 767474
Dorset local safeguarding children's board 01305 760139
Your local office: Jubilee Close, Jubilee Retail Park, Weymouth, Dorset, DT4 7BG

Email: weymouthsocialcare@dorsetcc.gov.uk

Dorset safeguarding children's Board

Address: Dorset Safeguarding Children Board, County Hall, Colliton Park, Dorchester.DT1 1XJ

Telephone: 01305 221196

Email: info@dorsetlscb.co.uk

Website: <https://www.dorsetlscb.co.uk/> Out of Hours Service

01202 657279

Multi Agency Safeguarding Hub (MASH)

Telephone 01202 228866

Email: mash@dorsetcouncil.gov.uk

Local Authority Designated Officer (LADO)

Telephone: 01305 221122

Email: lado@dorsetcouncil.gov.uk

Report **online safety concerns** to the DSL and to the Child Exploitation and Online Protection Centre (CEOP): <https://www.ceop.police.uk/Safety-Centre/>

Telephone +444 (0)870 0003344

Inappropriate content received via email must be reported to the DSL and to the Internet Watch Foundation (IWF): <https://www.iwf.org.uk/en/uk-report/>

Government helpline for extremism concerns

02073 407264

National Society for Prevention of Cruelty to Children (NSPCC)

<http://www.nspcc.org.uk/>

0808 800 5000

Childline

<https://www.childline.org.uk/>

0800 1111

Kidscape - 02078235430

National domestic abuse helpline - 08082000247

LOCK DOWN POLICY

We will use the lock down procedure when the safety of the children and staff is at risk, and we will be better placed inside the building. Doors and windows will be locked and blinds down. We will activate this emergency procedure in response to a number of situations but some of the more typical may be:

- A reported incident or disturbance in the local community (with potential to pose a risk to staff and children)
- A warning being received regarding a risk local of air pollution (smoke plumes, gas cloud etc)
- A major fire or explosion in the vicinity of preschool (as long as it is safer to remain in the building than leaving)

In this case the staff will be notified by the following action:

A whistle will be blown, and all individuals will remain in the area that they are in, if safe to do so. If the children are outside staff are to promptly and calmly direct children into the building if this will not endanger them. Staff will make efforts to close and lock doors where safe to do so. All individuals will remain away from the windows and doors and children will be occupied in the centre of the room so that they are not placed at risk or able to see any situation developing outside.

The manager will ensure that all children, staff, and visitors are safe. The manager will then remain in constant contact with the necessary department (police, local authority etc.) and await further instruction.

Once the 'all clear' has been given externally the manager will issue the 'all clear' internally. Staff will then return to normal practice to enable the children not to be disrupted or upset by the event. In the event of this situation arising parents will be informed at the earliest and safest opportunity.

Adhering to 3.4, 3.5, 3.7 of EYFS Welfare Requirements

SAFETY AND SECURITY POLICY – (PART OF SAFEGUARDING CHILDREN POLICY)

Ofsted regulations stipulate that the ratio for staff to children are 1-4 for under 3's, and 1-8 for over 3's.

Haylands are fortunate enough to be well above the ratio of staff to children and therefore children are always under constant supervision. We have use of the school playground for outside play which the gates are locked within school hours. We have lockable front doors, which are easily unlocked by staff, therefore not causing a risk in the event of an emergency.

Vulnerable times are at the beginning and end of sessions. Therefore, children leave pre-school one by one and are handed over to parent/carer who is collecting them. A few points below which will help.

- On arrival wait for a member of staff to open front doors. Please support your child to hang their coat on their peg and place lunchbox on the floor under your child's peg, lead them into the playroom. On collection a member of staff will bring your child to you. A member of staff will be on the front door so that security is upheld on arrival and departure.
- Your child will only be handed over to the person who you have named on the pickup form at registration. In an emergency, and a person who is not on pick up form is sent to collect child, we will request a password.
- If you wish to discuss anything with the Pre-school Manager or we wish to speak to parents, we will ask you to come into Pre-school rather than talking on the doorstep, this helps with confidentiality.
- Visitors are asked for ID upon arrival and are requested to sign in the visitor book. Regular visitors to the setting such as Speech and Language, Early Years Advisors, and Assessors, will be required to give DBS clearance evidence.

Adhering to 3.28, 3.29, 3.30, 3.31, 3.32, 3.33, 3.34, 3.61, 3.62, 3.63 of EYFS Welfare Requirements

Adhering to The Children Act 1989 & 2004, Working Together to Safeguard Children 2014 & Data Protection Act 1998

The public interest disclosure Act 1998

Haylands preschool are dedicated to deliver a high-quality pre-school service. Thus, promoting organisational accountability and maintaining public confidence.

Therefore, we will provide protection for individuals in the workplace from any form of victimisation or punishment should the individual raise a concern about misconduct or malpractice within the setting.

The policy is underpinned by the Public Interest Disclosure Act 1998; therefore, no individual member of staff shall feel unable to raise concerns regarding misconduct or malpractice within the setting.

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.

A disclosure in good faith to the manager 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 any form of misconduct or malpractice within the setting.

If however the individual feels they are unable to discuss with the manager they are able to contact the Early Years Advisor or Ofsted on 03001231231 for advice on what steps to take.

Safeguarding policy is following the Government's statutory guidance "Working together to Safeguard Children".

Adhering to 3.61 of EYFS Welfare Requirements RECRUITMENT AND SELECTION POLICY

Article 19 – Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Adhering to The Equality Act 2010

Haylands Pre-school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts are subject to enhanced DBS checks and a new member of staff will not be allowed to work at Haylands unsupervised until this DBS is received. Haylands follows a strict Safer Recruitment Procedure.

Haylands will evaluate and review every vacancy and is committed to equality of opportunity and non-discrimination in its recruitment and employment practices.

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

In the interests of Equal Opportunities Haylands will ensure that all job vacancies are advertised in a wide variety of places e.g., within setting, local shops, local paper and possibly Early Years and Childcare Service vacancy board, so as to attract applicants from all of the community.

At interview stage applicants will be expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children. Haylands will shortlist candidates against job specification, inviting to attend interview.

We will do all in our power to provide any special facilities at the interview, requested by a candidate, prior to that date, to prevent any discrimination. Haylands will avoid making biased judgements and select the best candidate for the job, based on the recommendations from the interview panel. All relevant information in our safer recruitment folder.

Haylands will meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006

All staff complete yearly updates agreeing to circumstances unchanged with regard to DBS clearance upon employment. Any changes will be relayed to Ofsted within 14 days.

Haylands Pre-school registered person is **Julie McNally** and therefore the chairperson with the Committee have to ensure all necessary references, and checks have been carried out before employment, as set out in our induction pack.

Separated Family policy

At Haylands preschool we support families going through separation by working closely with the parents to establish the most effective transition and support. We understand that this can be a difficult time and support a child's emotional well-being and report any significant changes in behaviour to the parent.

Parental responsibility

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

England

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother (From 1 December 2003)
- By a parental responsibility agreement with the mother
- By a parental responsibility order, made by a court.

During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations.

We request these details on the child registration form. If a parent does not have parental responsibility or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

We will:

- Ensure the child's welfare is paramount at all times they are in the nursery
- Comply with any details of a court order where applicable to the child's attendance at the nursery where we have seen a copy/have a copy attached to the child's file
- Provide information on the child's progress, e.g. learning journeys, progress checks within the nursery, to both parents where both hold parental responsibility
- Invite both parents to nursery events, including parental consultations and social events where both hold parental responsibility
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child
- Ensure that all matters known by the staff pertaining to the family and the parent's separation remain confidential
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position
- We will seek legal advice in the case of any disputes regarding the care/collection and sharing of information, where required to ensure we meet all legal requirements.

We ask parents to:

- Provide us with all information relating to parental responsibilities, court orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child
- Not involve nursery staff in any family disputes, unless this directly impacts on the care we provide for the child
- Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat

Not ask the preschool to take sides in any dispute. We will only take the side of your child, and this will require us to be neutral at all

Adhering to 3.9, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18 of EYFS Welfare Requirements
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ACCIDENTS POLICY

Adhering to Health and Safety (First Aid) Regulations 1981

All staff are fully trained in Paediatric First Aid, therefore, should an accident happen at Pre-school, all staff are fully qualified to care for the child. The details would be entered into the accident book with all the necessary information and the parent/carer will be asked to sign at the end of the session or on collection of the child. The parent/carer will have a copy of the accident book sheet.

If the accident is serious enough to require medical attention, Pre-school will call the doctor or ambulance and then contact the parent, therefore it is imperative that all contact details are kept up to date and available at all times.

Head Injuries

If a child bumps their head, first aid will be given in accordance with Paediatric First Aid Training. An accident form will then be completed with guidelines for parents/carers to observe for 72 hours. Parents will be telephoned if we deem necessary. This will then be signed. All staff will be made aware of monitoring the child for 72 hours.

The accident book is reviewed termly by the Health and Safety Officer and any re-occurring accidents are investigated and action undertaken if needed.

Sepsis

Due to recent changes in advice from Paediatric First Aid Training, any child who falls over and grazes/cuts themselves will have a plaster applied. An accident form will be completed. The reason for taking this action is because Sepsis has become more prominent and can be the cause of serious illness. It is our responsibility to ensure we are taking the appropriate action to prevent any infection. Please refer to Sepsis site for more information.

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

In line with these regulations all accidents and injuries from both children and employees will be recorded and witnessed in the accident book. Any injury will be reported to both the manager and Health and Safety Officer. If there is an incident involving infectious diseases, then this will be reported to our local health and safety executive. We will make Ofsted aware of any notifiable diseases within 14 days.

Adhering to 3.50, 3.51 of EYFS Welfare Requirements

FIRE DRILL POLICY

Adhering to The Regulatory Reform (Fire Safety) Order 2005

Pre-school fire drills are carried out once per half term, and we also take part in School fire drills. Please be aware of the fire drill whilst on the premises, as any individual within pre-school, will be required to take part, as though it was a real fire. A whistle will be blown, and children will be gathered at appropriate fire door, and then calmly exited to the appropriate designated area away from danger. All contact numbers will be with the Pre-school Manager, as well as the register, and a mobile phone.

In the case of a real fire, emergency services will be contacted, and then parents will be contacted. Fire drill procedures are displayed in entrance hall of the pre-school and at each fire door. Our priority is the safety of the children at all times.

We have smoke alarms, fire extinguishers and blankets located in various places in the setting. These are all maintained externally on a yearly basis or as required.

Adhering to 3.54 and 3.55 of EYFS Welfare Requirements

MANUAL HANDLING POLICY

Adhering to Manual Handling Operations Regulations 1992

In line with the Manual Handling Operations Regulations Act 1992, Haylands pre-school will endeavour to keep the number of accidents to a minimum. This therefore means that all staff must do all they can to minimise accidents, particularly those caused to back and neck from lifting. Therefore, all staff are aware of the safe lifting techniques and are encouraged to lower themselves to the child's level if needed to comfort rather than to pick the child up, possibly causing injury to themselves. This follows moving and handling training – updated by all staff 2023.

Adhering to 3.64, of EYFS Welfare Requirements

SICKNESS AND ILLNESS POLICY

If your child becomes unwell at pre-school, we will notify you immediately, to come and collect them. We will obviously keep the child away from other children, and in a quiet and calm area. It is therefore important that you keep the pre-school informed of any changes in contact details should we need to contact you.

If your child is unwell at home, please do not bring them into Pre-school, as this will only result in the child becoming upset.

Should we have an outbreak (more than 3) of a notifiable disease e.g., Scarlet Fever, Influenza etc. we will make parents aware and contact Health Protection Agency and Ofsted.

If your child is on anti-biotics, we will request them stay home for the first 24 hours of being on the medication in case of reaction to these.

IF YOUR CHILD HAS HAD SICKNESS OR DIARRHOEA THEY CANNOT RETURN TO PRE-SCHOOL UNTIL THEY HAVE HAD A FULL 48 HOURS CLEAR.

Outlined on the back page are a few pointers of infections that you may like to note.

Delegated first aid officer is Debbie King – but all our staff are fully trained.

Adhering to 3.44, of EYFS Welfare Requirements

MEDICATION POLICY

Haylands would prefer not to give medication to a child but obviously, in special circumstances e.g., inhalers, antibiotics we have to. If your child is on anti-biotics, we will request them stay home for the first 24 hours of being on the medication in case of reaction to these. The parent/carer will be asked to enter our medication book permission for us to administer medication to their child, information needed, name of child, name of medication. The medication needs to have the pharmacy label clearly in place stating child details, dosage, and times to be taken. This includes inhalers. We recommend that parents request an additional inhaler and spacer from the GP to keep at pre-school.

Medication will be kept in a safe area, away from the children, but available for quick access by the staff medicine will also be stored in the fridge, if necessary. When medicine is administered, an entry will be made in the medication book, which will be witnessed and signed by another member of staff, and then signed by the parent. A copy of the book page will be given to the parent.

Epi Pen

If a child has the medication of an Epi pen it is important that we have two working epi pens in the setting at all times, for that child.

MEDICATION WILL ONLY BE ADMINISTERED BY THE MANAGER AND DEPUTY MANAGER OF THE PRE-SCHOOL.

The Manager or deputy Manager will ensure that any member of staff's ability to look after children is not impaired due to any medication that they are taking. Their medication will be securely stored and out of reach of children.

A list of all children medical needs and allergies is located in the kitchen on a notice board.

Adhering to 3.45, 3.46 of EYFS Welfare Requirements

ASTHMA POLICY

Haylands pre-school recognises that many children suffer from asthma, and we adhere to the following procedures to help children with this condition, while they are with us.

- We will encourage and help children with asthma to participate in all activities.
- We will ensure that children known to have asthma have immediate access to their prescribed reliever inhalers.
- Procedures will be provided to all staff on what to do if a child has an asthma attack
- We will work together with parents/carers of children with asthma to ensure that their child is in a safe and caring environment.

In order to fulfil these aims, parents/carers need to provide written information detailing:

- What asthma medicine is needed and when to be given
- What triggers an asthma attack and what to do in this situation
- Emergency contact details including any medical authorities involved
- Ensure that their child medicine is labelled and has not passed its expiry date

In return Haylands Pre-school will:

- Make sure that inhalers are always taken on group outings
- Be aware of trigger factors for each child with asthma
- Ensure that all staff know where inhalers are stored and how to access them quickly
- Are aware of how to administer medication in case of absence of manager/deputy manager or an emergency

Haylands cannot be held liable under any circumstances where there has been a failure to disclose relevant information that is important to the administration of symptom relief.

Adhering to 3.44 of EYFS Welfare Requirements

HEADLICE POLICY

Head lice can be a continuous problem once your child starts school, at Haylands we are not allowed to check a child's head for head lice. If we feel a child is scratching their head a lot, we will advise you to check. We have a section on the application form for you to sign, if you would like us to inform you if head lice are clearly seen on your child's hair.

If your child has head lice, we ask that you treat the whole family and keep the child off pre-school until treated. Once your child is treated, they can return to pre-school. There are several ways to deal with this and we do have an information sheet and also a video for you to take home if you wish, if you are at all worried please ask.

FAILURE TO OR LATE PICK UPS POLICY

In the rare event that a child should not be picked up from the Pre-school, the procedure will be as follows,

1. We will ring all contacts on the child's registration details, (which is why it is important that all contacts be updated when necessary)
2. Two members of staff will wait at Pre-school for the child to be picked up.
3. If after 30 minutes from end of session, exhaustive attempts to contact anyone from the registration details, and the parent/carer has not turned up then we will have no alternative but to contact Children's Services. Parents will also be charged a fee of £10 to cover lateness.
4. The Pre-school Manager will obviously continue to try to contact the parent/carer.
5. The contact number for the Manager will be available on the notice board.

LEGAL REQUIREMENTS POLICY

Article 9 – Children should not be separated from their parents unless it is for their own good, for example if a parent is mistreating or neglecting a child. Children whose parents have separated, have the right to stay in contact with both parents, unless this might hurt the child.

Should there be a separation/divorce between parents, we are required to have a legal written document from a court of law stating who has legal contact and parental responsibility. Therefore, if a parent has consent for picking up their child we cannot refuse without this document. Please be reassured that if this situation should arise, we will contact the other parent before child is allowed to leave.

OUTINGS POLICY

Adhering to The Health and Safety at Work Act 2005

On many occasions, we will take the opportunity to walk out into the community, perhaps to the park, fire station, post office, church, library etc. If you arrive early there will be a notice placed on the window with a mobile contact number.

We also have an outing in July for the children that are leaving pre-school. Please be reassured that we only use coaches from reputable firms, all fitted with seatbelts, we have over the adult to child ratio and risk assessments are carried out. Prior to this outing, we will ask for a signed consent form allowing us to take your child.

Adhering to 3.64, 3.65, 3.66 of EYFS Welfare Requirements

LOSS OF CHILD POLICY

If a child is lost whilst in our care, the procedure that we undertake is as follows: -

- Gather all children together
- Do a check on the register to account for the children and to be aware of which child is missing.
- If a child is lost within the pre-school grounds a member of staff will do a full sweep of the pre-school building, to see if the child is found.
- If the child has not been found, we will contact the police and parent/carer

If on a day trip e.g., exploring Portland

- All the children will be brought together.
- Do a check on the register to account for the children and to be aware of which child is missing.
- Speak to all members of staff, to find out where the child was last seen and what they are wearing. Contact the staff on site to make them aware of the situation. If the child is not found after doing a sweep of the grounds, the police and parent/carer will then be informed.
- We will always do a risk assessment before going on a trip.
- In both of the above circumstances we would do an evaluation on how the child had got lost to prevent this situation from arising again.

Please be assured that all staff are vigilant on the children in their care. (Sorry – but at present we have not lost any children at Haylands!)

INTIMATE CARE POLICY

Article 16 – Children have a right to privacy.

Intimate care covers areas of personal care that most children/adults can normally do for themselves. However, some are unable to do this due to impairment or disability.

At Haylands we aim to provide intimate care to children with special needs, which acknowledge the responsibilities and protects the rights of everyone involved.

We believe that children have the right to be treated with sensitivity and respect, including culture, and in such a way that their experience of intimate care is a positive one.

We will 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 the children at all times.

At the out of school club, as we have children of older age, toiletries will be on hand should they be needed in emergencies.

All staff are aware that when dealing with a child's toileting, changing clothes, or dealing with sickness that they must wear PPE.

Adhering to 3.60 And 3.67 of EYFS Welfare Requirements

APPROPRIATE PHYSICAL CONTACT POLICY

At Haylands our priority is to ensure that all children are happy, confident, and comfortable within their surroundings. Therefore, it is Haylands procedure to pacify children should they need comforting or reassurance; this involved the member of staff getting down to their level, rather than picking a child up will achieve this.

We do not encourage children to sit on a teacher's lap, however if a child is distressed or feeling unwell a cuddle or a comforting lap will be offered for a short time.

We as staff will then do our utmost to encourage the child once settled to join back in with others to continue their play.

NUTRITION POLICY

Article 24 – Children have the right to good quality health care and to clean water, nutritious food and a clean environment so that they will stay healthy. Rich countries should help poorer countries achieve this.

We aim to promote healthy eating within the pre-school, through projects and discussions we have with the children, through communication with the children's parents/carers.

We are committed to equality of opportunity 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 our parents in respect of every child, asks the parents to record if the child suffers from allergies (including food intolerance) and whether the child has any special dietary requirements (e.g., vegetarian, religious, cultural, medical). Please ensure that we are advised of any changes to your child's dietary needs. We keep an allergy/intolerance list on view in the kitchen.

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

- Pack food in a lidded container with your child's name on it.
- To help us promote good hygiene practices with the children please ensure that the lunches are provided in a clean container.
- Pack a drink in a non-breakable container with your child's name on it.
- Children are encouraged to eat healthy foods before any "goodies".
- Avoid any foods such as crisps, chocolates, sweets and 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)
- Please ensure all food is within its sell by date or best before date. If the staff find out of date food this will be returned in the child's lunchbox.
- Following our Nut Allergy Policy, avoid any foods with nut content as children with a severe allergy to nuts can suffer extreme reactions even via indirect contact.
- Fruit and vegetables and dairy snacks are encouraged.

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

We aim of course to promote hygiene by getting the children to wash their hands before snacks or meals. 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.

WITHIN REASON ANY UNEATEN FOOD WILL BE LEFT IN THE CHILD'S LUNCH BOXES SO THE PARENTS CAN SEE WHAT THE CHILD HAS OR HAS NOT EATEN.

All staff in preparing and handling food will receive food hygiene training.

Adhering to 3.44, 3.47, 3.48, 3.49 of EYFS Welfare Requirements

NUT ALLERGY POLICY

Due to high increase in allergies, Haylands Pre-school will not allow nuts of any description onto the premises.

Therefore, **NO NUTS** or **NUT PRODUCTS** in lunch boxes please. This also includes peanut butter.

Obviously, this is to protect any children that suffer from an allergic reaction to nuts, which can be quite severe.

This applies to children, staff and visitors.

DISCIPLINE POLICY – BEHAVIOUR

Adhering to The Children Act 1989 & 2004

In order to become a responsible member of society, we all need to learn about what is acceptable and unacceptable behaviour. The most important teachers of this are the child's parent/carer. We reinforce their

good practice at Haylands. We will ensure that any undesirable behaviour that is considered indirectly or directly discriminatory will be actively challenged including bullying.

We do not use physical punishment, nor do we use “naughty chairs” etc. We instead reinforce positive behaviour and praise is always given for positive attitudes. A firm but fair attitude is taken with unacceptable behaviour and each child is given an explanation in a non-threatening way. Then children are made aware of what is right and wrong.

We encourage all the children to respect each other, play and treat things appropriately. Good manners and conduct are high on our agenda. We promote these values to encourage self-reliance, self-confidence, self-esteem, and self-worth.

Should a disruptive situation arise, the child will be removed from the situation and channelled into another activity. Explaining why his/her behaviour is not acceptable and encouraged to say sorry.

Parents/carers will be informed if their child has been unduly disruptive and has needed to be reprimanded. We see consultation with parents/carers as extremely important and the manager is happy to discuss any problems during the session.

It is very important to inform the pre-school manager of any circumstances within the home that may alter the child’s behaviour. Such as parent separation, new baby, new home, bereavement etc. This information obviously is confidential but can help us understand a child’s sudden change in behaviour.

Since we operate a high adult/child ratio (see safety and security policy), we are able to encourage responsible behaviour in preparation for schools.

EXCLUSION – Do not be alarmed, Haylands have never had to take this step, but it is a policy we have to abide by to ensure the safety of all at Haylands.

After exhausting all avenues with control of behaviour and continual discussion e.g.: - Discussions with parent/carer and

- Discussions with Health Visitor
- Discussions with Ofsted
- Discussions with outside Professional Bodies

In addition, the situations not resolved, exclusion from pre-school will be the final step to take.

Adhering to 3.52 and 3.53 EYFS Welfare Requirements

PHYSICAL INTERVENTION PROCEDURE

In the event of having to physically, intervene a child’s behaviour e.g.

- Child hurting another child
- Child hurting themselves
- Child hurting adult
- Being disruptive with the end result being hurt or hurting another
- Bad language
- Unruly behaviour

We may deal with this by taking the child away from the situation, perhaps having to restrain the child if being a danger to themselves or others. Correcting them on their behaviour and inappropriate language

These incidents will be recorded in the physical intervention book, which will be duplicated, and a copy given to the parent.

Should the physical intervention book show up that the child is repeating the actions then, obviously discussions need to be had in further depth with parents and staff. These will also be recorded and dated.

Haylands will always work with the parents to help a child overcome behaviour difficulties, and we can draw up behaviour management plans which may include outside professionals. This will be monitored to ensure consistency between home and pre-school.

Haylands Behaviour Management Officer is Julie McNally

Adhering to 3.52 and 3.53 EYFS Welfare Requirements

SPECIAL EDUCATION NEEDS POLICY

Article 23 – Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Adhering to The Equality Act 2010 & The Special Educational Needs & Disability Regulations 2014.
Children and Families Act 2014 Part 3.
EYFS 2014 And UNCRC
SEND code of practice 2015

Working in conjunction with Special Educational Needs and Disability Code of Practice (Send) 0 – 25 years.

Special needs cover a variety of meanings from a learning difficulty, such as speech and language, to a disability. Haylands will attempt to offer a place at the pre-school for any child with special needs, provided we can offer a positive experience of learning through play. We will aim to enable all children to take a full part in all areas, with consideration of needs of all children, following the Code of Practice for Special Educational Needs.

The SEN co-ordinator within Haylands is **JULIE MCNALLY**. She is there for any problems that each child may have and to liaise with the parent/carer and then with any outside professionals.

The process we follow through SEN support is The Graduated Response. This is completed with the Parent, Child, Key worker and Senco:

ASSESS – Identify the child's needs through observations, information from parents and tracking.

PLAN – Strategies and activities to support development including individual plans. If needed, then involvement from outside agencies would be sought

DO – To carry out set activities, observing, and recording any successes/difficulties.

REVIEW – Meetings with parents, key worker and Senco to determine where the targets have been met and agree the next steps.

After the Review process if further action is needed then a request for Education, Health and Care needs assessment 0 – 25 would be completed.

This will lead to support from Educational Psychologist. If a parent has concerns, then they can also request an EHC.

Our aim is to encourage a positive partnership between parents, children and all concerned. Recording all relevant issues which include:

- Observations
- Individual Plans

- Evaluations
- Short term targets.

These will help us identify any issues that need to be addressed.

Haylands will make every reasonable attempt to provide access for children with special needs. We will assess each child's needs in terms of access and adapt our facilities as appropriate as far as possible.

- Discuss with the carer and child about what they want
- Ascertain the needs of the child, including medical requirements.
- Discuss abilities.
- Analyse our ability to offer positive care, both in the physical environment, as well as staff and their suitability.

How we will support and expertise:

- Contact the relevant professionals with the parent's permission, 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.

At Haylands we encourage all children to value and respect each other, and we challenge any inappropriate attitude and practices within the setting.

The Send process will be monitored and reviewed on a regular basis to make sure that we are effective in our inclusive practice and that we promote and value diversity and difference.

Adhering to 3.67 of EYFS Welfare Requirements

BEREAVEMENT POLICY

At Haylands pre school we recognise that children and their families may experience grief and the loss of close family members or friends or their family pets whilst with us in the pre school. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their family is upset and why this person or pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform the pre school as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves
- The manager and/or deputy will talk with the family to ascertain what support is needed or wanted from the pre school. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation
- The child may need extra support or one-to-one care during this difficult time. We will ensure all staff are aware of the situation to be able to best support the child.
- We will be as flexible as possible to adapt the sessions the child and family may need during this time.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

We also recognise that there may also be rare occasions when the pre school team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

The Samaritans: www.samaritans.org 116 123

Priory: www.priorygroup.com 0808 291 6466

Child Bereavement UK: www.childbereavementuk.org 0800 02 888 40

Cruse Bereavement Care: <https://www.cruse.org.uk> 0808 808 1677

British Association of Counselling: www.bacp.co.uk 01455 883300

SANDS: <https://www.sands.org.uk/> 0808 164 3332

Haylands pre-school has a commitment to help children through situations that might happen in their time with us.

A bereaved child, especially if the death concerned is that of a close relative, parent, sibling or friend, is likely to be feeling confused, anxious and insecure. At pre-school we will aim to provide a stable and supportive environment in which he/she is able to gradually come to terms with the loss. It is recognised that this process is lengthy, and support is likely to be required long term. For some children the loss (including a pet) will be more traumatic than for others.

OBJECTIVES:

1. To foster a caring attitude to those suffering a bereavement
2. To encourage a consistent, yet flexible approach to the situation

PROCEDURES

These procedures are particularly relevant and appropriate in cases where the loss concerned is of a close relative or friend, but can, and should be adapted according to individual circumstances.

1. Children should be allowed time to grieve and know that tears are often an outward sign of that grief.
2. It should be made known that staff will find the time to listen and talk, and will do their best to comfort when necessary
3. Children should be aware that staff will try to help them to come to terms with their feelings
4. A distressed child should be allowed time and access to materials in order that he/she may express their feelings in their own way
5. Within pre-school a resource bank containing reference material for staff, parents and children should be developed and maintained
6. All staff involved in the care of a bereaved child should be aware of the situation
7. The possible fears, insecurities and emotions of other children which may arise from the situation should be recognised and addressed sympathetically
8. Religious, cultural and social backgrounds, as well as parental wishes should be taken into account when considering appropriate responses

COMPLAINTS POLICY AND PROCEDURE

If a parent or carer has an issue, which involves either their own child or Haylands Pre-school as a whole, they should raise the issue with the manager.

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

- *The chairperson of the committee*
- *Contact OFSTED direct on 03001231231 / 03001234666*
- *Contact EARLY YEARS DIRECTORATE, Piccadilly Gate, Store Street, Manchester, M1 2WD.*
www.ofsted.gov.uk/parents

We will make every effort to resolve any issues within the setting.

If a parent makes a formal complaint in writing relating to one or more of the Welfare Requirements, it is a mandatory requirement that Haylands Pre-school investigates the complaint, taking any necessary action and the outcome of the findings will be available to the parent within 28 days.

Complaint/ Concerns record

Haylands pre-school will make a written record of any complaint/concern. The action that has been taken and the outcome of the complaint/concern, and we will provide a summary on request to any parent and Ofsted. We will keep all records for a period of 3 years from the date of which the record was first made.

The record of complaint/concern will include information on:

- The name of the person making the complaint
- The Early years foundation stage requirement or childcare register to which the complaint relates.
- The nature of the complaint
- How the complaint was dealt with
- the date and time of the complaint
- The action that we have taken or propose to take as a result of the findings.
- Whether the parent has been provided with an account of the finding, any action taken, within 28 days of the date on which the complaint was made.
- The outcome of the complaint investigation (for example, ways the service has improved).
- Details of the information and findings that were given to the person making the complaint.

If a parent wishes to make a complaint but are unable to put it into writing (for example communication difficulties) they can ask the manager or committee chairperson to write it for them. The parent must then read it, clarify what is written, sign and witness the account.

COMPLAINTS PROCEDURE

- A matter, which relates to an individual child should be discussed between the parent or carer and the manager.
- Should the matter not be resolved the issue will be brought to the attention of the committee chairperson who will then meet with all persons involved.
- If the matter raised concerned a general or policy issue, then it should be raised with the manager of Haylands. They will in turn relate the information to the committee for consideration.
- Should an approach on general or policy matters be made via any committee members it will then be reported to the committee for consideration.
- Should the matter still remain unresolved following all of the above procedures it would then be referred to a specially convened panel, which would consist of a member of the committee, the manager and an independent expert (e.g., a representative of Early Years and Childcare Service, if this is deemed appropriate)

- The complaint should be submitted in writing to the panel and the complainant will be given the opportunity to address the panel with any additional information. The panel may also require other people to submit written information for consideration.

Haylands pre-school must share an account of the findings of the investigation and any action (if any) that has been taken or will be taken as a result of the investigation. This will be done within 28 days from the date the complaint was made. This will be achieved by sharing the complaint record, ensuring that confidentiality is maintained at all times.

If the parent requires more details, then a separate letter containing this information will be sent to the parent.

The manager of Haylands pre-school is **Mrs Julie McNally**

The chairperson of Haylands pre-school is **Kate Haskins**

CONFLICT RESOLUTION WITH PARENTS AND AGGRESSIVE BEHAVIOUR POLICY

At Haylands preschool we believe that we have a strong partnership with our parents and an open-door policy to discuss any matters arising (if applicable).

If, as a parent, you have any concerns or issues you wish to raise with the nursery then please follow the complaints procedure.

In the case of a parent emailing, calling or using social media to complain the nursery will direct them to the correct procedure for raising a complaint.

We have a zero tolerance on abusive calls, emails, social media contact and face-to-face confrontation.

Calls of an aggressive or abusive manner

The call taker receiving a call leading to abuse or aggression will remain calm and professional and ask the caller to follow the Complaints and compliments policy. If the abuse continues the call taker will end the call. Abusive and aggressive calls will be logged with an outline of the conversation.

Emails of an aggressive or abusive manner

The responder will ask the parents to come into the setting to speak in person, as per our Complaints and compliments policy. If the emails persist the manager may seek legal action. All emails will be kept as evidence until the matter is resolved.

Social media

If slanderous or abusive messages appear on any social media sites, we will address these immediately with a request to follow our Complaints procedure. We will endeavour to resolve any issue raised through our complaints procedure. If slanderous or abusive messages continue, we will seek legal action against the complainant.

In the event that any person inside the pre school starts to act in an aggressive manner whilst in the pre school, our policy is to:

- Direct the person away from the children and into a private area, such as the office (where appropriate)
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children

- Remain composed and professional in order to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour
- If the aggressive behaviour continues or escalates, we will contact the police in order to ensure the safety of our staff team, children and families
- If the person calms down and stops the aggressive behaviour a member of staff will listen to their concerns and try to resolve the issue
- Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken
- Any aggressive behaviour from a parent could result in the withdrawal of their child's place. Parents will be informed, by the management team, in writing within three days of any incident that involved aggressive or threatening behaviour to their staff
- Management will provide support and reassurance to any staff member involved in such an incident
- Management will signpost parents to organisations or professionals that can offer support, if applicable.

This policy will be followed in the event of any other visitor or member of the public displaying this type of behaviour either by phone, email, social media or in person.

All of the above policies have been completed in conjunction with Ofsted Regulations, management, and management committee.

Completed and updated.....05/11/2024

Signed by Management Julie McNally

Signed by Management committee..... Kate Haskins (Chairperson)

Adhering to 3.73, 3.74, 3.75 of EYFS Welfare Requirements

GUIDELINES FOR INFECTIONS AND ILLNESS

NAME	SYMPTOMS	INFECTIOUS	WHEN TO RETURN
CHICKEN POX & SHINGLES (Varicella Zoster)	<p>Chickenpox usually begins with a sudden onset of slight fever, feeling unwell and an itchy rash, starting with flat red spots which become raised and filled with fluid- usually on body.</p> <p>Shingles – pain and spots on one side of face or body.</p>	<p>It is infectious during early stages from 1 – 2 days before and until 5 days after spots first appear. Illness may appear 13 – 17 days after contact.</p> <p>Shingles – only fluid in the spots is infectious & only if not had chickenpox</p>	<p>Do not return to school or pre-school for at least 6 days after the appearance of the last crop of spots and when they feel well.</p> <p>Shingles - Return when all spots are dry and feel well.</p>
CONJUNCTIVITIS	The eye(s) usually looks pink and may discharge, which may be watery, or thick with mucus and pus causing the eyelids to stick together. Eyelids may be swollen and tender.	It is infectious, spread by direct contact, in droplets coughed or sneezed into air, or on hands, towels and washcloths. It is infectious as long as symptoms are present. Symptoms normally appear 12 hours to 3 days after contact with infected person.	Stay away while symptoms persist and until the eye is treated and appears normal again.
FIFTH DISEASE (Human Parvovirus) also known as “slapped cheek” disease or Erythema Infectiosum	Children will develop a characteristic red rash on cheeks, followed by a lace-like rash on body and limbs. – Adults may also experience pain and inflammation of their joints.	<p>Yes, it is infectious before the onset of the rash. It is commonly spread by respiratory droplets through coughing, sneezing. Illness may occur 4 – 20 days after contact with infected person.</p> <p>Pregnant woman – could be affected may cause miscarriage if they become infected during first 20 weeks.</p>	Only return once you feel physically well.

NAME	SYMPTOMS	INFECTIOUS	WHEN TO RETURN
MEASLES	A virus which usually begins with any of following: - fever, conjunctivitis, cough, spots on cheek or in mouth. 3 -7 days later a blotchy rash which lasts 4 – 7 days	Highly infectious from 1 day before symptoms until 4 days after onset of rash. Spread by direct contact with sneezing or coughing. Incubation 7 – 14 days from exposure to measles to onset of fever.	Stay away at least until 4 days after rash first appeared and until they feel well.
MUMPS	A virus – fever, swelling and tenderness of one or more salivary glands in neck and possibly mouth and throat.	Infectious 7 days before and up to 9 days after the swelling first appears, again passed by droplets e.g., sneezing etc. Incubation is normally 18 days but can be 12 – 25 days.	9 days after the swelling subsides.
RUBELLA	Or German Measles – is a virus – mild fever and a rash, headache and possibly conjunctivitis for up to 5 days	Infections from 1 week before until 4 days after rash first appears. Spread by sneezing or coughing and urine in new-born babies. Pregnant women beware in first four months or pregnancy.	Incubation 16 – 18 days. Stay away until person feels well again
SCARLET FEVER	The first signs of scarlet fever can be flu-like symptoms, including a high temperature of 38C or above and swollen neck glands (large lump on the side of your neck). A rash appears a few days later. A pink-red rash comes out, which feels like sandpaper and looks like sunburn. It starts on the chest and tummy A white coating also appears on the tongue.	Scarlet fever is very infectious. Scarlet fever lasts for around a week. You're infectious from up to 7 days before the symptoms start. Visit doctor after course of antibiotics for SF if child doesn't get better in a week, especially if your child has recently had chickenpox and is ill again weeks after scarlet fever has cleared up – this can be a sign of a complication, such as pneumonia.	Children can return to pre-school once course of anti-biotics is complete, and child is feeling better.

NAME	SYMPTOMS	INFECTIOUS	WHEN TO RETURN
HAND FOOT AND MOUTH	A virus - The individual may develop a fever, reduced appetite and generally feel unwell. One or 2 days later a rash may develop with blisters, on hands, feet, insides of their cheeks, gums and on the sides of the tongue. Not all cases have symptoms. The incubation period is 3 to 5 days. Persons affected are most infectious during the first week of the illness.	<p>The illness is usually mild and clears up by itself in 7 to 10 days. If the individual develops the rare additional symptoms of high fever, headache, stiff neck, back pain, or other complications then they should seek prompt medical advice.</p> <p>Spread is caused by direct contact with the secretions of the infected person (including faeces) or by aerosol spread such as coughing and sneezing. Younger children are more at risk because they tend to play closely with their peers.</p>	Due to the age of our children and the higher risk of cross contamination, we require that children do not return until exposed blisters are completely dry and no longer infectious
DIARRHOEA AND VOMITING	Bouts of sickness and extremely loose/water like stools	If your child has been sick or has had diarrhoea, they must be kept away from pre school and should not return until they have had a clear 48 hours. This is on recommendation of the Health Protection, England	After a clear 48 hours from the last bout of illness
ANTIBIOTICS		If your child is on anti-biotics, we will request them stay home for the first 24 hours of being on the medication in case of reaction to these.	Once your child has received the first 24 hour course of antibiotics