



Noah's Ark Preschool

Policies and Procedures

CONTENTS

Here, you will find our agreed policies on various subjects. They are based on Pre-school learning Alliance documents, tailored to meet our needs. Parents, staff and helpers are encouraged to read them so that we are all aware of our principles and practices. They will be reviewed at every AGM and maybe added to or amended at further group meetings.

These policies were accepted and adopted at our AGM ON 7 December 2021.

NB If there is still doubt on any matter, remember that our guiding principle is

THE WELFARE AND SAFETY OF THE CHILD

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SAFEGUARDING CHILDREN

Children's rights and entitlements

Policy statement

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

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

To be **strong** means to be:

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

To be **resilient** means to:

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



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Children's rights and entitlements

To be **listened to** means:

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

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the provider, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



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SAFEGUARDING CHILDREN

Safeguarding and Child Protection Policy

Purpose and Aims

The purpose of Noah's Ark Preschool's safeguarding and child protection policy is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those children/young people who attend our setting. The policy aims to ensure that:

- All our children are safe and protected from harm.
- Other elements of provision and policies are in place to enable children to feel safe and adopt safe practices;
- Staff, children, committee, visitors, volunteers and parents are aware of the expected behaviours' and the settings legal responsibilities in relation to the safeguarding and promoting the welfare of all of our children.

Ethos

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. A secure, safe and happy childhood is important in its own right.' Statutory Framework for the Early Years Foundation Stage (EYFS)

Safeguarding at Noah's Ark Preschool is considered everyone's responsibility and our setting aims to create the safest environment within which every child has the opportunity to achieve their full potential. We recognise the contribution it can make in ensuring that all children registered or who use our setting have trusted adult/key worker with whom they feel safe and that they will be listened to and appropriate action taken. We recognise that this is especially important for children who are unable to communicate e.g. babies and very young children that they have strong attachment to their care givers. We will work to ensure children's safety by working in partnership with other agencies i.e. Early Help, MASH, Social Care, Police as well as seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk) - Working Together to Safeguard Children -
- What to do if you are worried a Child is being Abused -
- Keeping Children Safe in Education -
- The Prevent Duty 2015 advice for childcare settings -
- Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers -
- Safeguarding children and protecting professionals in early years settings: online safety considerations - GOV.UK (www.gov.uk) -
- Female genital mutilation - GOV.UK (www.gov.uk)



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Responsibilities and expectations

The management committee/proprietor takes seriously its responsibility under section 11 of the Children Act and duties under "working together" to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify, and support those children who are suffering harm or are likely to suffer significant harm. We recognise that all staff and management have a full and active part to play in protecting our children from harm, and that the child's welfare is our paramount concern.

The committee should also ensure the following:-

- that the safeguarding and child protection policy is made available to parents and carers.
- that all staff and volunteers are properly checked to make sure they are safe to work with the children who attend our setting.
- that the setting has procedures for handling allegations of abuse made against members of staff (including the preschool leader/Manager) or volunteers.
- the safe and appropriate use of cameras, mobile phones, technology and on line equipment within the setting.
- the Counter Terrorism and Security Act 2015 which places a duty on early years and childcare providers "to have due regard to the need to prevent people from being drawn into terrorism" (The Prevent Duty) is implemented, taking into account the Local Safeguarding Children's Board 'Prevent' policies, protocols and procedures and ensuring the Fundamental British Values are implemented as stated in the EYFS.
- a Designated Safeguarding Lead (DSL) is appointed who has lead responsibility for dealing with all safeguarding issues in our setting.
 - The **Designated Safeguarding Lead** is **Wendy Land**. If they are not available then contact
 - The **Deputy Designated Safeguarding Lead** **Melanie Goffey**. (*This person can also be contacted with any safeguarding concerns*).
- Identify the Named Member of the Trustees/Committee for Safeguarding
 - **Safeguarding Committee Named Person is Marilyn Bidmead**
- Our procedures will be annually reviewed and up-dated.

The responsibilities for the Designated Safeguarding Lead (DSL) and Deputy are:-

- to ensure that all safeguarding issues raised in setting are effectively responded to, recorded and referred to the appropriate agency.
- To ensure all adults are alert to circumstances when a child and family may need access to early help
- All adults, (including volunteers) new to our setting will be made aware of this policy and the procedures for child protection, the name and contact details of the DSL and have these explained, as part of their induction into the setting.
- Be responsible for arranging the settings safeguarding training for all staff and volunteers who work with the children and young people. The DSL must ensure that the safeguarding training takes place at least every three years for all with regular updates during this period; which they can deliver in-house provided they are linked in to the support and



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quality assurance process offered by the Local Authority and the Devon Children and Families Partnership (formerly the Devon Safeguarding Children's Board).

- to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all child protection case conferences, reviews, core groups, or meetings where it concerns a child in our care and to contribute to multi-agency strategy discussions to safeguard and promote the child's welfare.
- for ensuring the acceptable, safe use and storage of all camera technology, images, and mobile phones through the implementation, monitoring and reviewing of the appropriate policies and procedures. This includes the on-line Safety Policy which includes Camera & Image Policy, Mobile Phone Policy, Acceptable Use Policy.
- Implementing the Fundamental British Values.
- To ensure allegations regarding adults in the setting are effectively responded to and referred to the appropriate agency.

All Child Protection concerns need to be acted on **immediately**. If you are concerned that a child may be at risk or is actually suffering abuse, you must tell the DSL.

All Adults, including the DSL, have a duty to refer all known or suspected cases of abuse to the relevant agency including MASH (Multi Agency Safeguarding Hub), Children and Young Peoples Service (CYPS) – Social Care, or the Police. Where a disclosure is made to a visiting staff member from a different agency, e.g. Early Years Consultants, Health Visitors, it is the responsibility of that agency staff to formally report the referral to the Setting's DSL in the first instance and to follow their organisations procedures. Any records made should be kept securely on the Child's Protection file.

Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting children from significant harm or likely significant harm. For our setting it includes such things as child safety, bullying, racist abuse and harassment, visits, intimate care, and internet safety etc. 'Safeguarding children and protecting professionals in early years settings: Online Safety Considerations document identify the responsibilities for our setting with regards to online safety for the children

'You play an essential role in helping young children learn the foundations of safe online behaviour. Even if children don't have access to technology within your setting, they will may be using it at home, with their friends or in other public spaces. Children are naturally curious in understanding the world we live in; it is our responsibility to enable them to do so, including helping them to recognise the value of technology and use it safely. Role modelling safe use of the internet should become part of our everyday practice'. (2019)

As it is not the technology itself that will present the greatest risk, but the behaviours of individuals using such equipment will. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child/adult subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.



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The four main categories of abuse as defined by the Department of Health 'Working Together to Safeguard Children' document 2018. Adults should be aware that the possible indicators are not definitive list although children's poor behaviour maybe a sign that they are suffering harm or that they have been traumatised by abuse, some children may present these behaviours for reasons other than abuse. All staff, volunteers in insert name of setting are aware of the indicators of abuse and have up to date knowledge of safeguarding issues. They will be alert to the need to consult further if they suspect neglect or abuse of a child or children. As a setting we understand that children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Neglect

The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairments of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide food, clothing and shelter;
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision;
- ensure access to appropriate medical care or treatment.

Possible indicators of Neglect Obvious signs of lack of care including:

Problems with personal hygiene, constant hunger, inadequate clothing, emaciation, lateness or non-attendance at the setting, poor relationship with peers, untreated medical problems, compulsive stealing and scavenging, rocking, hair twisting, thumb sucking, running away, low self-esteem. Etc.

Physical Abuse

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

Possible Indicators Physical signs that do not tally with the given account of occurrence conflicting or unrealistic explanations of cause repeated injuries delay in reporting or seeking medical advice.

Sexual Abuse

Forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.

Possible indicators of Sexual Abuse Sudden changes in behaviour, displays of affection which are sexual and age inappropriate, tendency to cling or need constant reassurance, Tendency to cry easily, regression to younger behaviour – e.g. thumb sucking, acting like a baby, unexplained gifts or money, depression and withdrawal, wetting/soiling day or night, fear of undressing for PE etc.



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Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

Possible Indicators of Emotional Abuse Rejection, isolation, child being blamed for actions of adults, child being used as carer for younger siblings, affection and basic emotional care giving/warmth, persistently absent or withheld.

Children who have special educational needs and/or disabilities

All children have the right to be safe, yet research shows that disabled children are three times more likely to be abused. A number of factors have been identified as to reasons why these children are more at risk (see bullet points) and as a setting we are aware of these and endeavour to protect all our children.

- a general reluctance of people to believe that disabled children are abused
- limited opportunities to seek help from someone else
- a skills gap between disability and child protection workers
- inadequate teaching about personal safety skills e.g. NSPCC pants campaign
- issues relating to the child's specific disability or special educational need, e.g. difficulties in communicating or an inability to understand what is happening

Prevent

The Counter Terrorism & Security Act 2015

The Act places a Prevent duty on settings to have "due regard to the need to prevent people from being drawn into terrorism".

Settings subject to the Prevent Duty will be expected to demonstrate activity in the following areas

- Assessing the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board -Devon Children and Families Partnership.
- Make sure that staff have training that gives them the knowledge and confidence to identify children and families at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in the setting

What to do if you are concerned

If a child makes an disclosure or allegation of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully.
- Reassure them that they have done the right thing in telling you.
- Do not investigate or ask leading questions, instead ask clarifying questions – tell me, explain to me, describe to me
- Let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.



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- Inform your Safeguarding Designated Officer as soon as possible.
- Make a written record of the allegation, disclosure or incident which you must sign, date and record your position using the setting safeguarding record log forms.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the DSL. Where those concerns relate to the DSL however, this should be reported to the Chair of Committee using the settings 'Whistle blowing' policy.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues via our whistleblowing and complaints policies and appropriate advice will be sought from the LADO or Safeguarding Team where necessary.

Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our setting. An allegation is when it appears that the professional, staff member, volunteer, has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved in an inappropriate way towards a child which may indicate that he or she is unsuitable to work with children
- if there are concerns about the person's behaviour towards their own children
- children unrelated to their employment or voluntary work, and there has been a recommendation from a strategy discussion that consideration should be given to the risk posed to children they work with
- an allegation has been made about abuse that took place some time ago and the accused person may still be working with or having contact with children

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our setting. Allegations will usually be that some kind of abuse has taken place such as inappropriate behaviour displayed, inappropriate sexual comments, excessive one to one attention beyond the requirements their role and responsibilities, inappropriate sharing or images. Allegations are made for a variety of reasons:

- Abuse has actually taken place.
- Something has happened to the child that reminds them of a past event – the child is unable to recognize that the situation and people are different; Children can misinterpret your language or your actions.
- Some children recognise that allegations can be powerful and if they are angry with you about something, they can make an allegation as a way of hitting out.
- An allegation can be a way of seeking attention.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the DSL who will advise the



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Chair of Committee. In the case of the allegation being made against the DSL this will be brought to the immediate attention of the Chair Committees. The DSL/Chair of Committees will need to discuss with the Local Authority Designated Officer (LADO) the nature of the allegations made against the adult, in order for the appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made. All allegations must be taken seriously and objectively and dealt with in a timely manner, in the case of an allegation the DSL/Chair committees will need to: -

- Refer to the Local Authority Designated Officer (LADO) guidance Managing allegations - Devon Childrens' and Families Partnership (dcfp.org.uk) and submit the LADO notification form.
- Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Advise Ofsted of allegation within 14 days of the allegation
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation if this is deemed necessary.
- Act on any decision made in any strategy meeting.
- Advise the Disclosure and Barring Service where a member of staff has been removed, dismissed or would have been removed had they a result of the allegations being founded.

A copy of What to do if you are worried a Child is being Abused booklet available on the premises or from the government website. This sets out the guidelines on dealing with incidents, disclosures and the procedures that must be followed.

Confidentiality

- We recognise that all matters relating to child protection are confidential.
- The DSL will disclose personal information about a child or young person to other members of staff on a need to know basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- We will always undertake to share our concerns with parents and guardians and their consent is sought in accordance with Early help and MASH procedures unless doing so would increase the risk of harm to the child. If in doubt regarding sharing information with parents and guardians, we will consult with the MASH consultation team.

Training

All members of staff and volunteers will have access to safeguarding training at least every three years in line with Devon Safeguarding Children's Board (DCFP). We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers. There will also regular safeguarding updates staff meetings and supervision meetings



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Our DSL's will undertake further safeguarding training, Group 3 DCFP Multi-agency Safeguarding course or Group 3 Refresher Courses. This will be undertaken at least every three years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSL and deputy DSL to be able to better undertake their role and support the setting in ensuring our safeguarding arrangements are robust and achieving better outcomes for the children in our setting. This includes taking part in multi-agency training in addition to safeguarding training.

Our Committee will have access to safeguarding training and our Named committee member for Safeguarding will also undertake additional awareness training at least every three years. They will also be advised to undertake additional training to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

We will include our Safeguarding Policy in our settings prospectus/website and will post copies of our policy throughout the setting. We are also able to arrange for our policy to be made available to parents whose first language is not English, on request.

Mobile Phones and Cameras

Noah's Ark Preschool has policies and procedures in place with regard to the use of mobile phones and cameras in the setting and on visits etc .

Related Setting Policies

'safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as child health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, setting security, drugs and substance misuse, etc.

This policy will cross reference to related setting policies and other protocol:

Behaviour	Company Rules
Confidentiality	E-Safety Policy
Health and Safety	Equality and Diversity
Whistle Blowing	Managing Allegations
Safe Recruitment	Information Sharing

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policies and procedures as appropriate and in line with the Devon Children Families Partnership and Local Authority.

Useful Contacts:

Devon Children Families Partnership
South West Child Protection Procedures <http://www.proceduresonline.com/swcpp/>
Devon Early Years and Childcare Service www.devon.gov.uk/eycs
Child Exploitation and Online Protection Agency www.ceop.org.uk
NSPCC <https://www.nspcc.org.uk/preventing-abuse/safeguarding/>



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Multi-agency Safeguarding Hub (MASH) 0345 155 1071

email: mashsecure@devon.gov.uk

MASH Consultation Line 0345 155 1071 (ask for Consultation Line)

Early Help co-ordination centre 0345 155 1071 (ask for Early Help)

<https://www.dcfp.org.uk/early-help/>

Out of hours for CYPS (Social Care):

5pm -9am and at weekends and public holidays, please contact:
Emergency Duty Service 0845 6000 388 (low-rate call)

Police Central Referral Unit: 0845 605 116

EYCS Consultation Service:

If you have concerns about a child but are unsure whether to make a MASH enquiry. The numbers are:

Nikki Phillips – Locality Manager for Exeter and East Devon	01392 383000
Melissa Filby – Locality Manager for Northern and Mid Devon	01392 383000
Susan Bolt - Locality Manager for South West Devon	01392 383000

DCFP

DCFP Office: 01392 383000

Child Protection Chairs and Local Authority Designated Officers for managing allegations against staff:

Allegations against staff LADO Referral Co-ordinator 01392 384964

<https://www.dcfp.org.uk/training-and-resources/managing-allegations/>

Devon's Domestic Abuse Helpline 0345 155 1074

Multi-Agency Safeguarding Hub – MASH

- Manages contacts and enquiries received from any source (usually CYPS and Police 121A reports)
- Develops a document recording the concern information and all other available information in the Hubs within agreed timescales and an Early Years and Families manager makes an informed decision using all of the available information.
- Develops concern information into an Early Years and Families referral if services are required under section 17 or section 47 of The Children Act 1989
- Liaises with the Early Response Service for children and young people who need services but do not meet The Children Act 1989 threshold
- Provides consultation to agency enquirers about thresholds, appropriate action to be undertaken and services.

The Hub contributes to improved outcomes for safeguarding children because it has the ability to swiftly collate and share information held by the various agencies and to provide a multi-agency risk assessment of each case for 'actual or likely harm'.



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Current Safeguarding Issues

The following Safeguarding issues are all considered to be child Protection issues and should be referred immediately to the most relevant agency. The issues featured below are linked to guidance and local procedures which can be found on the South West Child Protection Procedures at <http://www.proceduresonline.com/swcpp/> (Direct links to the policies listed below are included where available).

E-Safety Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people **Noahs Ark Preschool** will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the setting and are aware of the dangers associated with social networking sites.

Our E-safety policy will clearly state that mobile phone, camera or electronic communications with a child or family at our setting is not acceptable other than for approved setting business. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

Child sexual exploitation (CSE) The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009) Link to guidance¹

Good practice – Individuals Recognise the symptoms and distinguish them from other forms of abuse

- Treat the child/young person as a victim of abuse
- Understand the perspective / behaviour of the child/young person and be patient with them
- Help the child/young person to recognise that they are being exploited
- Collate as much information as possible
- Share information with other agencies and seek advice / refer to Social Care

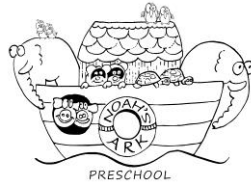
Good practice – Organisations

- Ensure robust safeguarding policies and procedures are in place which cover CSE
- Promote and engage in effective multi-agency working to prevent abuse
- Work to help victims move out of exploitation
- Cooperate to enable successful investigations and prosecutions of perpetrators

Peer on Peer Abuse

1

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf



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Children can abuse other children and this referred to as 'peer on peer abuse', this can take many forms including those listed in the table above as well as bullying, sexual violence and harassment etc. Staff will raise concerns when there are issues of peer on per abuse and DSL will consider what support might be needed for both the victim and perpetrators.

Forced marriages (FM) FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.

A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

Under-age Marriage In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

Female Genital Mutilation (FGM) FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.

FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

Other than in the excepted circumstances, it is an offence for **any person (regardless of their nationality or residence status)** to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
- Assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a **UK national or permanent UK resident** (section 3 of the Act).

Ritualistic Abuse Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

Sexually Active under Eighteen years old It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services.

Safer Recruitment and Selection It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At **Noah's Ark Preschool** we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. That all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.



Noah's Ark Preschool Policies and Procedures

Honour Based Violence Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from setting, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in setting activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based violence **Noah's Ark Preschool** will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where **Noah's Ark Preschool** is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

Domestic Abuse The Government defines domestic abuse as ***"Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality"***.

Staff need to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children and Young People's Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. At **Noah's Ark Preschool** we will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

Private Fostering Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent.
- A person who is not a parent but has parental responsibility.
- A close relative.
- A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at **Noah's Ark Preschool** to inform the Local Authority via MASH where we are made aware of a child or young

How Noah's Ark keep children safe

- **Mobile Phones and Cameras** - Noah's Ark Preschool has policies and procedures in place with regard to the use of mobile phones and cameras in the setting and on visits etc . Visitors to the premises are requested not to use the mobile phone and are asked to lock them in the preschool lockers. Staff are required to keep their phone in their locker unless they are on their lunch break. The Preschool leader and Manger may keep their phone on their person to communicate with each other and in case of emergency.



Noah's Ark Preschool Policies and Procedures

- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children. The main door to the church is always locked. Visitors and parents may gain access by ringing the bell outside the main entrance. All doors leading to the school hall are locked internally. Visitors must be ready to identify themselves through the door before it is unlocked.
- Adults who have not been through our safeguarding induction process and deemed suitable persons will not take children unaccompanied to the toilet.
- Children will be encouraged to develop a sense of independence and means of communication so that they will have the confidence and vocabulary to resist inappropriate behaviour or approaches.
- The layout of the areas we use permit the constant supervision of all children. No staff healthcare professional or volunteer will be left alone in a one to one situation or with a group of children at any time in the vestry or back room with the door closed. If an activity group, key person group or assessment is taking place with just one member of staff or healthcare professional, the door must be left wide open, using a moveable barrier to stop other children from entering the room. The door maybe closed if there are 2 fully vetted members of staff present or a healthcare professional and a fully vetted member of staff. Because of the isolation of the back room, every effort will be made wherever possible to have 2 members of staff in the room when children are present. Children are encouraged to use the toilets independently, but to ask for help if needed. All children will remain within hearing range of staff at all times.
- Photographs of children within the group will only be taken for the purpose of evidence for the Learning Journey or other group related activities or evidence.
- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be *strong, resilient and listened to* and that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children
- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.



Noah's Ark Preschool Policies and Procedures

- Staff are expected to declare as soon as possible any convictions, court orders, reprimands and warnings which may affect their suitability to work with children – whether this is before or during their employment
- Each year, all staff and volunteers are required to sign a declaration that since their CRB or DBS enhanced disclosure, their circumstances have not changed and they confirm they are still deemed suitable to work with children.
- Staff are **not permitted** to and **must not** consume or be under the influence of alcohol or take any illegal substances during their contracted hours of work/lunchbreak. If this is suspected by another staff member and/or the manager, they will be immediately asked to leave the premises.. Thereafter the normal disciplinary procedures will begin. A dated record will be made of the incident and added to the member of staff absence record. This will ensure that staff are able to respond appropriately to children at all times
- Staff must also not be seen in a public place drinking alcohol, smoking, vaping or behaving in an inappropriate manner whilst wearing their Noahs Ark uniform or any item bearing the Noah's ark logo at any time. Smoking or vaping whilst in uniform is not permitted at any time.
- Staff and volunteers working directly with children are asked to disclose any medication they are taking and changes to their health as soon as possible after diagnoses and annually confirm their medication. If there is a query regarding side effects of any medication or changes to their health we will contact their GP for advice. Any staff medication must be kept securely in the cupboard which is out of reach of children.
- During interviews for staff or volunteer working directly with children each candidate will be asked safeguarding questions which will ascertain their understanding of safeguarding procedures and their motivation for working with children.

Parent Obligations

- Parents must ensure only nominated persons over the age of 16, ideally 18 collect their child from preschool
- Any persons collecting a child from preschool must not be under the influence of alcohol or drugs. If staff consider a person not to be capable of looking after a child in their care they will not allow that child to go with that person. An alternative person on the child's record will be contacted to collect the child. A referral will be made to the MASH team and the parent/carer informed this will happen.
- Parents must ensure that their language and behaviour in or around the premises is not deemed offensive or unsuitable for young children to hear and are expected to sign a Parental Contract which outlines appropriate behaviours.



Noah's Ark Preschool

Policies and Procedures

Appendix 1

Glossary

Word	Definition
DSCB	Devon Safeguarding Children's Board
MASH	Multi-Agency Safeguarding Hub
MACSE	The Missing and Child Sexual Exploitation Forum
DBS	Disclosure and Barring Service
DAF	Devon Assessment Framework
SRE	Sex and Relationship Education
REACH	Reducing Exploitation and Absence from Care or Home
DfE	Department of Education
SEN	Special Educational Needs
FGM	Female Genital Mutilation
CSE	Child Sexual Exploitation
ICPC	Initial Child Protection Conference
EY	Early Years
KS	Key Stage
FE	Further Education
SLT	Senior Leadership Team
LADO	Local Authority Designated Officer
DSO	Designated Safeguarding officer
KCSiE	Keeping Children Safe in Education

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool

Policies and Procedures

SAFEGUARDING CHILDREN

Lockdown procedures – Immediate Danger

If an emergency happens the setting manager/preschool leader must act quickly to assess the likelihood of immediate danger. In most cases the assumption should be that it is safer to stay put and place the setting into 'lockdown' until the emergency services arrive. Immediate danger can be a number of things – including an unwanted intruder or dangerous animal, to someone attempting to cause harm to a member of staff or child or more seriously, a terrorist incident.

As soon as the emergency services arrive it is essential staff comply with instructions at all times.

Upon alert to lockdown

Stay calm.

Ensure staff and children stay in their designated areas. Stay in the back room where possible, secure all doors and windows and await further instructions. [L] [SEP]

Close curtains. [L] [SEP]

Stay away from windows and doors. [L] [SEP]

Stay low and keep calm,

Tune into a local TV or radio station for more information.

Do NOT make non-essential calls on mobile phones or landlines. [L] [SEP]

If the fire alarm is activated, remain where you are and await further instructions from emergency services unless the fire is in your area. In which case, move to the next room/area, follow usual fire procedures.

Be alert

Do NOT open the door once it has been secured until you are officially advised 'all clear' or are certain it is emergency services at the door. [L] [SEP]

Do NOT assemble in large open areas. [L] [SEP]

Do NOT call 999 again unless you have immediate concern for your safety, the safety of others, or feel you have critical information.

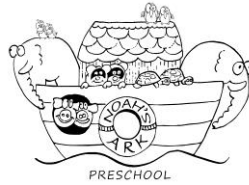
Following the lockdown

Co-operate with the emergency services to help in an orderly evacuation. [L] [SEP]

Ensure you have the Register and children's details with you. [L] [SEP]

Any staff or children who have witnessed an attack or incident will need to tell the police what they saw. [L] [SEP]

The police may require other individuals to remain available for questioning. [L] [SEP]



Noah's Ark Preschool Policies and Procedures

Managing parents ^[1]_{SEP}

In the event of an incident it is inevitable parents will want to come to the setting and collect their children immediately. They must be discouraged from doing so, until the emergency services give the all clear.

Even then, depending on the severity and type of incident, children may need to be checked by medical teams or questioned by the police.

It must be made absolutely clear to parents that you will be acting on the advice of the emergency services at all times. ^[1]_{SEP}

With regard to getting information to parents during 'lockdown', we will decide at the time the most effective way of contacting them. It is unlikely that we will make contact with parents whilst we are in lockdown as our main priority will be keeping children and staff safe.

Threat levels

Threat levels are designed to give a broad indication of the likelihood of a terrorist attack.

LOW means an attack is unlikely.

MODERATE means an attack is possible but ^[1]_{SEP} not likely.

SUBSTANTIAL means an attack is a strong possibility.

SEVERE means an attack is highly likely.

CRITICAL means an attack is expected imminently.

Members of the public should always remain alert to the danger of terrorism and **report any suspicious activity to the police on 999 or the anti-terrorist hotline: 0800 789 321.**

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Looked after children

Policy statement

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

Definition of 'Looked after Children' (LAC): *Children and young people become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).*

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

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

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We offer places for two, three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of 2 weeks and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.



Noah's Ark Preschool Policies and Procedures

Procedures

- The designated person for looked after children is our Designated Safeguarding Officer – Wendy Land
- Every child is allocated a key person before they start and this is no different for a looked after child. In our setting, the key person for 'new to our group' looked after children will usually be the preschool leader so that all information regarding support and training as necessary meets the child's needs and the that sensitive or confidential information is only handled by one person. The preschool leader or DSO will liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared only when deemed necessary. Key person continuity will be maintained where possible for children who become looked after whilst attending our group.
- We recognise the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.

The care plan needs to consider such issues for the child as:

- the child's emotional needs and how they are to be met;
- how any emotional issues and problems that affect behaviour are to be managed;
- the child's sense of self, culture, language/s and identity – how this is to be supported;
- the child's need for sociability and friendship;
- the child's interests and abilities and possible learning journey pathway; and
- how any special needs will be supported.
- Any additional security measures we need to take to safeguard the child – eg not displaying their name in the setting.

In addition the care plan will also consider:

- how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
- what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed;
- what written reporting is required;
- wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
- with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun-days etc alongside the foster carer.



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Looked after children

- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage 6 areas of learning.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and preschool leader will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's social worker and birth parents if deemed appropriate.
- In the event of a looked after child having special educational needs, the Child Protection Officer and SENDCO will need to work closely to ensure the best care and education plan is drawn up for the child.

Further guidance

- Guidance on the Education of Children and Young People in Public Care (DfEE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)

In addition to this policy we will work closely with the child's foster carer, social worker and court guardian to ensure the best possible outcome for the child/children.

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... Review Date: Autumn term 2022



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Confidentiality and client access to records

Policy statement

Definition: *'Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others.'* (Information Sharing: Practitioners' Guide)

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

Confidentiality procedures

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

Client access to records - procedures

Parents may request access to any confidential records held on their child and family following the procedure below. This does not include any Safeguarding files

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the Preschool leader or manager.
- The Preschool leader or manager informs the chairperson of the committee and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The Preschool leader or manager and chairperson prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Confidentiality and client access to records

- 'Third parties' include all family members who may be referred to in the records.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The setting leader and chairperson of the management committee go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting leader, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

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

Legal framework

- Data protection act 2018
- Human Rights Act 1998

Further guidance

- Information Sharing: Practitioners' Guide (HMG 2006)
www.everychildmatters.gov.uk/files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf
- Noahs Ark Preschool privacy statement for parents and carers

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Information sharing

Policy statement

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

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

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

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

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

Procedures

Our procedure is based on the *Seven Golden rules to sharing information*

1. Explain to families during the induction visit how, when and why information will be shared about them and with whom. That consent is normally obtained, unless it puts the child at risk or undermines a criminal investigation
 - We ensure parents receive information about our information sharing policy when starting their child with our group and they sign a form to say that they understand that there are circumstances when information may be shared without their consent. This is on our application form. Where children attend more than one local provider, it may be necessary to discuss with the other provider the number of sessions they are attending at that provision or information on grant funding. See our admissions policy 4.1
 - We may also have other general informal discussions with other health professionals – such as health visiting team during their termly visit.
 - We ensure parents have access to our Safeguarding Children and Child Protection Policy.
 - Information may be shared by the Preschool leader/Manager with external agencies when dealing with children who have additional or special needs or on transition to school.
2. Consider the safety and welfare of the child when making a decision about sharing information – if there are concerns regarding 'significant harm' the child's well being and safety is paramount.
 - We record concerns and discuss these with our Safeguarding Team. We record decisions made and the reasons why information will be shared and to whom.
 - We follow the procedures for reporting concerns and record keeping.



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Information sharing

3. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, we are able to judge when it is reasonable to override their wish.
 - Guidelines for consent are part of this procedure.
 - Managers are conversant with this and are able to advise staff accordingly.
 4. Seek advice when there are doubts about possible significant harm to a child or others.
 - Refer to the safeguarding children and child protection policy.
 5. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for and shared only with those who need to know and shared securely.
 - Our Safeguarding Children and Child Protection procedure and record keeping procedures set out how and where information should be recorded and what information should be shared with another agency when making a referral.
 6. Reasons for decisions to share information, or not, are recorded.
 - Provision for this is set out in our record keeping procedure.
- Consent*
- Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent overridden.
 - Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
 - We will cover this verbally when the child starts with us.
 - Parents sign a form at registration to say they understand this.
 - Parents are asked to give verbal consent to share information about any additional needs their child may have and written consent to pass on child transition documents to the next provider/school.

We consider the following questions:

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?
- Is the information confidential?
- If the information is confidential, do you have consent to share?
- Is there a statutory duty or court order to share information?
- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?
- Is it lawful to withhold the information?
- Is it in the child's best interest to share the information?

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



Noah's Ark Preschool Policies and Procedures

Legal framework

- Data protection act 2018
- Human Rights Act 1998
- Safeguarding Vulnerable groups act 2006

Further guidance

- Information Sharing: July 2018

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This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Uncollected child

Policy statement

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

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for. We advise on the procedure for nominating other friends or family who can collect their child and the preschool number to ring to advise of who will be collecting if the usual parent or carer isn't able to collect. This is then noted in the child collection log along with the time and date of call.

Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
 1. Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 2. Place of work telephone number (if applicable).
 3. Mobile telephone number (if applicable).
 4. Names, addresses, telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 5. Who has parental responsibility for the child.
 6. Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they complete a child collection slip which details of who is to collect their child and the relationship to the child along with a contact number and password if we don't know who they are.. Very often that person is known to us but if on the rare occasion they are not, we will seek a description from the parent/carer and ask the child if they are able to identify the person, checking that this corresponds with the description and the child collection log. We may also ask the person collecting to confirm their identity to us by showing their credit or debit card to check the name corresponds or a pre agreed password. If we are in any doubt, the child's primary parent/carer will be contacted and asked to confirm the identity of the person before we allow the child to leave.
- Parents are informed that if they are not able to collect the child as planned, they must inform us by telephone. We provide parents with our contact telephone number and expect that they ring us as soon as possible, letting us know who is responsible for collection their child. This is then recorded in the child collection log by the person taking the message and the previous bullet point procedure also applies.
- We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from Preschool by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child.
- If a child is not collected at the end of the session/day, we follow the following procedures:
 1. The collection book and daily information sheet is checked for any information about changes to the normal collection routines.
 2. If no information is available, parents/carers are contacted at home or at work.



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Uncollected child

3. If this is unsuccessful, the alternative "who to contact in case of an emergency and either of the above are not available" names, recorded on the child's contact details are then contacted. We may also attempt to contact known friends or neighbours of the parents/carers to establish their whereabouts, although this may not always be possible.
 4. All reasonable attempts are made to contact the parents or nominated carers.
 5. The child does not leave the premises with anyone other than those named on the updated information form or in their file, unless prior arrangements have been made with the parent/carers to do so.
 6. If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
 7. We contact our Local Authority children's assessment team on 01392 384157 or the out of hours team on 0845 600388. We may also contact MASH (see safeguarding policy) and OFSTED
 8. The child stays at setting in the care of two fully-vetted workers, one of which will hold a level 3 qualification or above in child care, until the child is safely collected either by the parents, their nominated representative or by a social care worker. The manager must be informed if she is not on the premises. If the church room is being used by other users, staff and the child will stay in the vestry. All users of the hall agree to this as part of their rental agreement.
 9. Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
 10. Under no circumstances must staff take the child home with them or go to the child's home with them. Staff may go to the registered address of the child if it is deemed appropriate to do so, but the child must remain on the group premises at all times. The Manager will ensure that every effort has been made to contact the parents or emergency contact persons
 11. A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
 - OFSTED will be informed on 0300 1231231

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Missing child

Policy statement

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

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing the staff alert the Preschool leader and manager.
- All remaining children are moved to a confined area and supervised by at least 2 members of staff, so as not to interfere with the search.
- The Preschool leader and remaining staff will carry out a thorough search of the building and garden. The manager will get basic facts from staff present.
- The register is checked to make sure no other child has gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the incident is reported to the police without delay and the parent/carer is contacted.
- The Preschool leader or manager talks to the staff to find out when and where the child was last seen and records this.
- The Manager or Preschool leader contacts the chairperson and reports the incident. The chairperson, and/or the officers of the committee carries out an investigation and will be asked to come to Preschool immediately.

Child going missing on an outing

This describes what to do when staff have taken a small group on an outing.

What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend as volunteers and may be responsible for their child on that outing

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The Preschool leader or deputy on the outing contacts the police and reports the child as missing.
- The manager is contacted and the incident is reported.
- The Preschool leader or deputy on the outing contacts the parent (if they are not present), who makes their way to Preschool or outing venue as agreed with the Preschool leader/deputy
- Staff take the remaining children back to the setting.



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Missing child

- The Preschool leader or manager contacts the chairperson and reports the incident. The chairperson, and the officers of the committee carries out an investigation and may come to the setting immediately.
- A Preschool leader or designated staff member may be advised by the police to stay at the venue until they arrive.

The investigation

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

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

1.7 Missing child

- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the Manager and the other should be the chairperson of the management committee or representative, or the proprietor. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press or any person not connected to the investigation.

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This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Supervision of children on outings and visits

Policy statement

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

Procedures

- Risk assessments discussed for each outing. Previous risk assessments for the same outing may be re used but will always be updated. It is not necessary to complete a written risk assessment but the risks and scenarios must be discussed prior to the visit taking place.
- Parents are always asked to sign specific consent forms or list before each planned outing. Spontaneous outings can occur provided consent is given by parents/carers on the Information form we hold on file. During the pandemic, we will seek permission via electronic means
- Parents can ask to view the risk assessment at any time and/or discuss concerns with staff.
- The risk assessment details what items need to be taken but will usually include a mobile phone, change of clothes, small first aid kit and emergency contact numbers for our group and possibly for the children on the outing depending on the distance from the group. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for. Snacks and water may also be taken. The details of the route and return route, any identified risks and procedure for leaving and re-entering the building will also be included
- All staff and volunteers read the risk assessment and sign to say they have read and agree to follow it, if it is written. Verbal risk assessments are just as valuable in the absence of written ones.
- Volunteer helpers will not be left alone with child or children at any time.
- A ratio of 1 adult to 4 children can apply depending on the individual needs of each child.
 - Outings/Visits are recorded on a register stating the date and time the child left and returned to the premises
 - A minimum of two staff will accompany children on outings, 1 of which will usually be a Preschool leader or deputy qualified to level 3. Ratios for the remaining children at Preschool will be strictly maintained but there will always be a minimum of 2 staff, one of which will be a Preschool leader or deputy. OFSTED ratios and qualification requirements will be maintained at all times.
- In the case of an emergency evacuation of the premises, staff will move the children as quickly as possible to the town hall or other area deemed safe depending on the circumstances.

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Maintaining children's safety and security on premises

Policy statement

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

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring service (DBS)
- The layout of the areas we use permit the constant supervision of all children. No staff healthcare professional or volunteer will be left alone in a one to one situation, or with a group of children at any time in the vestry or back room with the door closed
- All children within hearing range of staff at all times
- Whenever children are on the premises at least 2 members of staff are present, 1 of which will be a Preschool leader or deputy and will have a level 3 qualification
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity- this may not be recorded each time.

Security

- Systems are in place for the safe arrival and departure of children. (see arrival and departure procedure below)
- Staff check to ensure the back gate is locked and carry out a daily risk assessment before the start of each session and regularly during the session.
- If church members require access to the premises during Preschool operating times they only gain access through the main entrance by ringing the bell and notifying us of their presence. The visitors book is also completed. They must be accompanied at all times while on the premises. If a meeting is being held in the vestry, the toilet area will be closed off and children will be taken/accompanied to the toilet.
- The children's arrivals and departures are recorded. (see arrival and departure procedure below)
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises (see arrival and departure procedure below)
- Our systems prevent children from leaving our premises unnoticed (see arrival and departure procedure below)
- The personal possessions of staff and volunteers are stored in a safe place, which children do not have access to during sessions.



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Maintaining children's safety and security on premises

ARRIVAL AND DEPARTURE PROCEDURE (SUSPENDED from 1st June 2020 until further notice, during COVID -19 pandemic – see separate policy)

On arrival:

The main Preschool session commences at 9.00 am or 12.00 pm; therefore the double doors in the hall will remain closed until this time. The doors will only be opened by a member of staff.

1. At least 1 but usually 2 members of staff will be at the entrance to the hall. Children who arrive by 9.05am/12.05pm will be marked in the register with a tick. Children arriving after these times will have their time of arrival noted.
2. Payment of fees will take place at a table inside the hall by the Manager or another staff member
3. Staff will check the register lunch time and the number of children present will be checked again at the start of the afternoon session.
4. Parents nominate when completing the "Updated Information Form" 2 people who will normally collect their child from Preschool. If either of these people are not able to collect the child, a child collection log sheet is at Preschool for the parent/carer to enter the child's name and the name and relationship to the child of the person authorised to collect. They must be over the age of 16. The Preschool leader/deputy will also be informed.
5. The door will be locked once all the children have arrived. Parents/carers of Children that have not arrived for their allocated session will be contacted by preschool staff within 30 minutes of their arrival time.

Departure at the end of the day:

1. The last part of the Preschool session is usually held in the rear room at 3.00 pm. The children will remain in the rear room and members of staff will stay with them. It is requested that parents or carers arrive at least 5 minutes early to collect their child. A charge may be given to parents who are constantly late for collection or arrive late without prior arrangement or without exceptional circumstances. Children leaving shortly after 12.00 pm/3.00 pm will be marked out of the register with a red tick. Children leaving before or after these times will have their departure time noted in red.
2. Two members of staff will remain in the hall, with at least one staff member on the main door.
3. One member of staff will allow one child through to the parent or carer from the back room.
4. Once the parent or carer has collected the child from a member of staff, the responsibility for the child is with the parent or carer.



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Maintaining children's safety and security on premises

ARRIVAL AND DEPARTURE PROCEDURE(SUSPENDED from 1st June 2020 until further notice, during COVID -19 pandemic – see separate policy)

5. If any parent or carer wishes to discuss any matter with a member of staff, they are requested to wait until all the children have been collected.
6. Parents are requested to shut the outside door on leaving the premises.

At 12.00 pm the door will be opened by a senior member of staff to allow children who have completed the morning session or arriving for the afternoon session to leave or arrive. Most children will be in the back room at this time having lunch or playing in the main room. Parents must wait in the room until the child has finished lunch. Parents/carers dropping off must not accompany their child to the toilet without notifying a member of staff at this time. During the lunchtime drop off/collection a member of staff will remain on the door until the drop off/collection is complete.

Parents are welcome to bring in older or younger siblings or children in their care when dropping off or collecting. These children must not be left unattended at any time and must always remain in the care and the responsibility of their parent/carers at all times.

During the COVID pandemic this procedure is suspended. Please see the separate risk assessment, which is a working document for current drop off and collection. Parents and Carers are not normally permitted to enter the building. This procedure will be reviewed regularly and is reactive to the current Government advice.

Autumn Term 2021

We will continue to accept children at either the front door or back gate – thus limiting the number of people on the premises. This will be reviewed regularly and adopted as a procedure change in the next policy review if necessary.

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

CCTV Policy and Procedure – Currently suspended and not in use due to the hall area not being open to the general public.

Policy statement

Noah's Ark Preschool has in place a CCTV surveillance system. Images are monitored and recorded and will be used in strict accordance with this policy. The CCTV belongs to the Noah's Ark Preschool and is used for building security. The preschool manager is responsible for the maintenance and stored images. Images are kept for a maximum of 7 days before being deleted.

The CCTV System

The system comprises: Fixed position camera in the main entrance hall, cloud storage and public information signs.

Purpose of the System

The system will be used for the security of the building only,

The system will primarily be used for the following:

- Assist to prevent and detect any crime in the front entrance hall
- Ensure the safety and well-being of the children within the setting

The system will NOT be used for the following:

- To provide any images for the world-wide-web
- To hand any images to a third party, other than the police or officials if deemed necessary, within the compliance of the data protection act 2018 .

Access To Images

Access to any images will be restricted to Noah's Ark preschool manager only. Disclosure of recorded material will only be made to third parties in strict accordance with the purposes of the system and is limited to the following authorities:

- Law enforcement agencies where images recorded would assist in a criminal enquiry and/or the prevention of terrorism and disorder
- Prosecution agencies
- People whose images have been recorded and retained unless disclosure to the individual would prejudice criminal enquiries or criminal proceedings
- Emergency services in connection with the investigation of an accident

Access to images by staff, parents/carers or visitors

CCTV digital images, if they show a recognisable person, are Personal Data and are covered by the Data Protection Act. Anyone who believes that they have been filmed by CCTV is entitled to ask for a copy of the data, subject to the prohibitions on access also covered by the Data Protection Act. They do not have the right of instant access; they must abide by the Data Protection procedures. A person whose image has been recorded and retained and who wishes access to the data must apply in writing to the Pre-School Manager. The Pre-School Manager will then arrange for viewing of the images and subsequent discussion of content. The Data Protection Act gives the Pre-school Manager the right to refuse a request for a copy of the data particularly where such access could prejudice the prevention or detection of crime or the apprehension or prosecution of offenders. If it is decided that a data subject access request is not to be complied with, the reasons will be fully documented and the data subject informed, whenever possible in writing, stating the reasons.

Data protection act 2018

CCTV digital images, if they show a recognisable person, are Personal Data and are covered by the Data Protection Act.

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... Review Date: Autumn term 2022



Noah's Ark Preschool

Policies and Procedures

SAFEGUARDING CHILDREN

Making a complaint

Policy statement

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

Procedures

We keep a summary of all complaints and the outcome. This is available for everyone to see. It is completely confidential. Supporting paperwork will be stored elsewhere.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with any member of staff who will then refer the matter to either Preschool leader and/or Manager. The Manager should be informed of all complaints as soon as possible, both formal and informal
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the Manager and/or the chair of the management committee.
- For parents who are not comfortable with making written complaints, the Manager or other senior member of staff is able to record their concerns and ask them to sign a copy of this.
- We store written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the Manager or other senior staff member may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the Manager or senior staff member meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 3

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



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Making a complaint

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

Stage 4

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

Stage 5

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

The role of the Office for Standards in Education, Early Years Directorate (OFSTED) and the Local Safeguarding Children Board

- Parents may approach OFSTED directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve OFSTED as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The contact details to call OFSTED with regard to a complaint is:

OFSTED

Piccadilly Gate

Store Street

Manchester

M1 2WD

0300 123 1231

Our OFSTED registration number is **105882** and will need to be quoted

- These details are displayed on our notice board.



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

1.10 Making a complaint

If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.

- In these cases, both the parent and setting are informed and the Manager or other senior staff member works with OFSTED or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed. See also Safeguarding children policy for more information
- The outcome of all complaints is recorded in the Summary Complaints Record which is available for parents and OFSTED inspectors on request.

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

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

E Safety (ICT/Online security)

Policy Statement

With this policy we aim to outline the safe use of all forms of information and communication technology (ICT). This will enable all adults and children involved with the group to communicate and learn ICT safely. This policy helps to recognise the potential risks as well as the immense value of ICT. Wendy Land is the designated person for ICT.

This policy includes the acceptable use of Internet, emails, storage of documents, children's records and images, social networks, cameras, video cameras and mobile phones.

Internet

Children have access to the internet via the Preschool iPad/other technology.

Images taken of children which makes them identifiable whilst at the group will not be posted online at any time unless it is connected with the Preschool website page. Written permission must be given by the parents before any image is used. Photographs will not identify children individually.

All computers connected to the internet have an up to date virus checker installed which is purchased on an annual basis and is updated regularly.

TAPESTRY – online learning journal

Noah's Ark use Tapestry to record children's progress and observations to secure online learning journal. Parents will also be able to view the learning journals of their children only. Parents/carers will sign an acceptable use statement which states that they will not post any of the pictures taken at Noah's Ark on any social network site. Users (including staff) must ensure that any unauthorised use of the individual's password are reported immediately so it can be changed and the system secured.

Staff are permitted to take their tablets from the setting if they have completed the register for removing records from the premises and agree to keep their login details secure at all times. Staff tablets are not for personal use and can only be used in connection with Noah's Ark Preschool.

Social Networks – such as Facebook/Twitter

Noah's Ark Preschool may use a social network page as an added way of effectively communicating with parents. The site will be set up securely so that no members will be identifiable unless they are a member of the group. The manager will have sole responsibility for administering the page and ensuring that only parents with children currently attending the group or committee members are members. Information posted on the site will be of a general nature only. This could be planning information for the week, newsletter, and details of closure in case of bad weather or emergency. Any inappropriate comments posted by parents will be removed. The site and the effectiveness of the site will be monitored regularly and can be withdrawn at any time if needed.

Any abuse of the site will result in an incident slip being completed and the site suspended whilst an investigation takes place.

Staff are encouraged not to have friends who are parents on their account. With the majority of staff living and working in the same town this may not always be practical especially where friendships are



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

already formed or if staff are related to parents who bring their child to group. Staff must not at any time make reference to their place of work on any of these social network sites or update their status with any information which could be deemed as being related to their place of work.

Where staff are friends with or related to current parents, staff must be careful not to make any direct comments about their time or activities whilst at Preschool. Staff are not permitted to post comments/email/direct message/chat to parents regarding their children. Staff should delete comments posted on their profile by parents if it relates to a comment about their child or if it identifies their place of work.

Staff are not permitted to access social networking sites during working hours unless it is connected with the Preschool page or preschool related activities.

Use of Cameras

Staff may take photographs of children to complete their learning journey or any other planning or staff related activity. Parents sign a consent form giving us permission to photograph their child for this purpose. All images are securely uploaded to Tapestry, which is password protected. Photographs are removed from preschool devices on a monthly basis.

Staff may use the Preschool devices during session times to photograph children. The devices are kept securely in the locked cupboard overnight or taken home with the staff member and are available during session time to capture spontaneous moments to support the observation requirements of the Early Years Foundation stage and to share with parents.

Occasionally, a member of the press may be invited to Preschool. Only children with separate consent from parents may be photographed. Individual children will not be named unless we have specific permission from their parents. Wherever possible, advance notice of the visit will be given to parents by way of newsletter and or poster, giving parents the opportunity to withdraw permission for their child to take part.

During nativities or end of term events parents are requested to only capture their child. There will be a statement on the back of the order of service and displayed near the entrance to the church stating:

The Concert will be photographed and may be videoed by parents. We will also be taking pictures for our own records. If you have any objections to your child taking part on this basis, please see a member of staff before the start.

Please also let a member of staff know if your child is sensitive to Flash Photography. Whilst we are happy for you to take your own pictures, we respectfully ask that you try only to capture your own child/children and that you do not post any pictures or videos taken on these premises on the internet or any website. Thank you for your understanding with this matter.

During the pandemic, we will carry out virtual performances which will be made available to parents and carers via Tapestry or via a secure group. All viewers will be reminded that they may not share the performance on any social media platform.

Noah's Ark Preschool is registered with the Information Commission.



Noah's Ark Preschool Policies and Procedures

Mobile Phones

Staff/student/volunteer use of mobile phone must be restricted to lunch breaks. At all other times mobiles must be securely stored in their bag in the secure cupboard. Senior staff may carry their mobile phone on their person but this is for use to communicate with the manager and in case of emergency evacuation of the premises and must not be used for any other purpose during working hours.

Recording and sharing of children's images, video clips or audio material on any mobile phone is prohibited at all times.

By bringing their phone onto the premises, Staff agree to their mobile phones being scrutinised by the Manager or Chair of committee if there is any suspicion of misuse or use during session times.

The manager may also carry a personal mobile phone as a way of communicating with parents by text – ie during the settling in period to reassure parents. Before the number is stored, the manager will seek verbal permission from the parents and ask that the number is not circulated.

Failure of staff to comply with this policy will result in instant suspension which could lead to dismissal if gross misconduct is found.

Safe internet use

The internet should be considered part of everyday life with children and young people seen to be at the forefront of this on-line generation. Knowledge and experience of information and communication technology (ICT) should be considered an essential life skill. Developmentally appropriate access to computers and the internet in the early years will significantly contribute to children and young people's enjoyment of learning and development. This policy forms part of our Data Protection policies and procedures to ensure compliance with the GDPR (General Data Protection Regulations) and the Data Protection Act 2018.

Children and young people will learn most effectively where they are given managed access to computers and control of their own learning experiences, however such use carries an element of risk. Early Years practitioners and managers, in partnership with parents and carers, should consider it their duty to make children and young people aware of the potential risks associated with online technologies. This will empower them with the knowledge and skills to keep safe, without limiting their learning opportunities and experiences.

Policy statement

This policy will outline safe and effective practice in the use of the internet. It will provide advice on acceptable and effective control measures to enable children, young people and adults to use ICT resources in a safer online environment.

The policy applies to all individuals who are to have access to or be users of work related ICT systems. This will include children and young people, parents and carers, early years managers and practitioners, volunteers, students, committee members, visitors and contractors. This list is not to be considered exhaustive.

This policy will apply to internet access through any medium, for example computers, mobile phones, tablets and gaming machines. Before the use of any new technologies they will be examined to determine potential learning and development opportunities. Their use will be risk assessed before considering whether they are appropriate for use by children and young people.



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Responsibilities

The Designated Person for Safeguarding (DPS) is to be responsible for online safety and will manage the implementation of this policy. In our setting the DPS is Wendy Land

The Designated Person for Safeguarding will ensure:

Day to day responsibility for online safety issues and will have a leading role in implementing, monitoring and reviewing this Policy.

All ICT users are made aware of the procedures that must be followed should a potentially unsafe or inappropriate online incident take place.

Recording, reporting, monitoring and filing of reports should a potentially unsafe or inappropriate online incident occur. This must include the creation of an incident log to be used to inform future online safety practice.

All necessary actions are taken to minimise the risk of any identified unsafe or inappropriate online incidents reoccurring.

Effective training and online safety advice is delivered and available to all early years managers and practitioners, including advisory support to children, young people, parents and carers as necessary. Liaison, where appropriate, with other agencies in respect of current online safety practices and the reporting and management of significant incidents.

Managing online access

Password security

Maintaining password security is an essential requirement for early years managers and practitioners particularly where they are to have access to sensitive information. Managers and practitioners are responsible for keeping their passwords secure.

All computers and laptops should be set to 'timeout' the current user session should they become idle for an identified period.

All ICT users must 'log out' of their accounts should they need to leave a computer unattended.

If ICT users become aware that password security has been compromised or shared, either intentionally or unintentionally, the concern must be reported to the Designated Person for Safeguarding.

Internet access

The internet access for all users will be managed and moderated in order to protect them from deliberate or unintentional misuse. Every reasonable precaution will be taken to ensure the safe use of the internet. However, it must be recognised that it is impossible to safeguard against every eventuality.

The following control measures will be implemented which will manage internet access and minimise risk:

- Secure broadband or wireless access
- A secure, filtered, managed internet service provider and/or learning platform.
- Secure email accounts.
- Regularly monitored and updated anti-virus protection.
- Online activity is monitored to ensure access is given to appropriate materials only. Our devices are sited in areas of high visibility to ensure children, young people and adults are closely supervised and their online use appropriately monitored.
- Should children, young people or adults discover potentially unsafe or inappropriate material, they must hide the content from view. For example, the window will be minimised and/or the monitor (not Computer) will be turned off. All such incidents must be reported to the DPS who must ensure a report of the incident is made and take any further actions necessary.



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- Should it be necessary to download unknown files or programmes from the internet to any work related system it will only be actioned by authorised ICT users with permission from the Designated Person for Safeguarding (DPS). Such use will be effectively managed and monitored.
- All users are responsible for reporting any concerns encountered using online technologies to the DPS.

Online communications

All official communications must occur through secure filtered email accounts. Egress must be used when sharing personal information.

All email correspondence will be subject to scrutiny and monitoring.

All ICT users are expected to write online communications in a professional, polite, respectful and non-abusive manner. The use of emoticons is not permitted.

A filtered internet server is used to monitor and prevent offensive material or spam. Should, on occasions, security systems not be able to identify and remove such materials the incident will be reported to the Designated Person for Safeguarding immediately.

Communications between children and adults by whatever method should take place within clear and explicit professional boundaries. Early years managers and practitioners will not share any personal information with any child or young person associated with the setting. They will not request or respond to any personal information from the child or young person other than which might be considered appropriate as part of their professional role. Advice should be sought from the DPS before engaging in any such communication.

Early years managers and practitioners must ensure that all communications are transparent and open to scrutiny

All ICT users should refrain from opening emails where they do not know the sender or where the content or format looks suspicious.

Online communication is not considered private or confidential for safeguarding and security purposes unless via Egress or other approved system. All users must seek advice from the DPS and the local Safeguarding Children Board as to how information should be relayed.

Children and young people will be enabled to use online equipment and resources when it is considered, in consultation with parents and carers, that they have the developmental knowledge and understanding to recognise some of the benefits and risks of such communication. Access to online communication will always be supervised by an adult.

Many devices are equipped with internet access, GPS, cameras and video and audio recording functions. A risk assessment is completed to minimise risk of using technologies whilst maximising the opportunities for children and young people to access such resources.

Access to a range of age appropriate websites are available. Children and young people are advised, in an age appropriate manner, that they should be careful whilst online and that not everyone is who they say they are.

All ICT users and the DPS must only use moderated sites to afford maximum protection. Non-moderated websites allow for content to be added and removed by others.

Children and young children will not be permitted to post images on any website or profile.

Social networking sites

Access to social networking sites is not permitted by children and young people in the setting.

Managers and practitioners are not permitted to use work related technologies for personal access to networking sites.

The use of these sites in adults recreational time cannot be restricted however managers and practitioners must adhere to our professional conduct agreement. Content which may compromise



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professional integrity or will bring the setting into disrepute is not permissible and may result in disciplinary action.

It is not permissible for early years managers or practitioners to engage in personal online communications with children, this includes the use of social media networking platforms such as Facebook and Twitter.

Any known misuse, negative and/or anti-social practices must be reported immediately to the DPS.

Valuable information can be found on the Child Exploitation and Online protection website www.ceop.gov.uk.

This policy has been compiled from guidance provided by Devon County Council in conjunction with www.plymouth.gov.uk/documents-onlinetoolkit.pdf

DRAFT

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Whistleblowing policy and procedure

Policy Statement

The Management and committee of Noah's Ark Preschool expects employees or committee members who have serious concerns about any aspect of their work to come forward and voice their concerns internally, within the organisation rather than overlooking the problem or "blowing the whistle" to someone outside – which could be deemed a breach of confidentiality.

We also wish to encourage employees to feel confident in raising serious concerns and to question and act upon concerns and practice.

Procedures

What concerns are covered?

The procedure is intended to supplement, rather than replace, the existing Complaints, Disciplinary and Grievance Procedures and should not be used inappropriately. Concerns or allegations which fall within the scope of specific procedures, e.g. Child Protection, will normally be referred under its own procedures. This Policy is intended to cover serious concerns that fall outside the scope of other procedures and may relate to something which:

- Is against Financial Regulations and policies
- Falls below established standards of practice
- Amounts to improper conduct, including something that is believed to be;
 - against the law;
 - A Health & Safety risk
 - Damaging to the environment
 - A misuse of money
 - Corruption or unethical conduct
 - Abuse of clients or service users

If the whistle blower alleges inappropriate behaviour towards children as defined in the safeguarding policy, the matter will be handed over to the Local Area Designated Officer (LADO) and their advice and recommendations will be followed.

Who can an employee raise a concern with?

The employee should firstly raise their concerns with the Manager, Wendy Land. However, if they don't feel able to do this then they should approach the Chair of Committee – Marilyn Bidmead. These will be referred to as 'The management team'. Concerns should not be discussed outside of the group as this could be deemed as breaking our confidentiality policy

How does an employee raise a concern?

The concern can be shared verbally or put in writing but the Employee needs to make sure the person they are talking to is aware they are following the Whistle Blowing Procedure.

How will the concern be dealt with?

The person who receives the initial concern will make initial enquiries to determine whether the concern raised needs further investigation. Such initial enquiries should be dealt with promptly, thoroughly, impartially and confidentially, in accordance with the Procedure.



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SAFEGUARDING CHILDREN

Whistleblowing policy and procedure

The management team will acknowledge the concern in writing, within 10 days, and give an indication of how the concern will/or has been dealt with. If it hasn't been dealt with then an indication of how long the procedure will take needs to be included.

Initial Enquiries

As part of the initial enquiries the member of the management team may meet with the employee to gather further information or clarify certain details. Employees are expected to co-operate fully with the investigation and disclose all relevant information. The member of the management team will record, in written format, all meetings. If other employees are able/willing to substantiate the concern they should also meet with the member of the management team dealing with the concern. If the management team believe other employees are aware, but don't feel able to come forward, then the management team should approach them and try to persuade them to share their concerns.

Possible outcome of initial enquiries

Depending on the nature of the concern, and the evidence found, possible outcomes include:

- Unable to investigate due to anonymous report and not enough information to proceed
- If the concern was shared but was inaccurate no further investigation would be carried out
- Where there is believed to be grounds for concern then further investigation will be carried out

Further investigations

Dependant on the nature of the concern e.g. suspected fraud, theft, serious malpractice etc., the management team may investigate further. Care needs to be taken when carrying out the investigation to:

- Protect the employee(s) concerned
- Avoid alerting anyone about whom a concern has been raised
- Avoid alerting other employees who may then warn the subject of the concern
- Record the information as the record may be used in a formal hearing, if it is a serious complaint.
- Keep all records secure and confidential.

Untrue allegations

If an employee raises a concern in good faith, but it is subsequently confirmed by the investigation to be untrue, no action will be taken against the employee. However, if the allegation is found to have been frivolously, maliciously or for personal gain, disciplinary action may be taken against the employee.

OFSTED will be informed if the matter is a breach of the Welfare requirements.

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

SAFEGUARDING CHILDREN

Adverse Weather

Policy Statement

We have put this policy in place to do our best to keep children and adults safe during adverse weather.

Extreme Weather Conditions

During the winter months, or periods of serious flooding, extreme weather may seriously delay or prevent you from attending Noah's Ark Preschool. This policy and procedure outlines what will happen should there be adverse weather conditions:

Children attending:

- The manager along with the committee will make the final decision concerning whether or not the preschool opens due to adverse weather. If the decision is made not to open the Preschool the Manager will put a message on the groups Facebook page and contact those parents who are not on the facebook page. The decision will not be made lightly and will depend on the availability of staff and if the local primary and / or secondary schools close. In the event of a RED weather warning in our area, it is likely that preschool will not open to keep everyone safe.
- If the preschool closes mid-session due to adverse weather, parents will be contacted by the text/phone and via Facebook page/Tapestry. Parents/carers are expected to collect their child or make arrangements for their child to be collected (advising us accordingly) within an hour of us notifying them. If within an half an hour of notification the child hasn't been collected staff will contact all the parents and emergency contact numbers on the form. 2 staff, 1 of which will be qualified to level 3, will remain on the premises until the last child has been collected.
- It is the parents/carers responsibility to ensure that the emergency numbers for their child(ren) are kept up-to-date.

Staff:

Whilst we expect staff to make all reasonable efforts to attend, there may be some occasions where this is not possible. This may be due to road closures or unsafe conditions due to prevailing weather conditions.

During severe weather, you have no automatic legal entitlement to remain at home on full or reduced pay. Instead you have the following options:

- If you are unable to attend work you may take the time as unpaid.
- If the manager and committee have made the decision to close due to unsafe conditions, then usual hours worked will be paid. There may be some expectation to carry out jobs such as updating keyperson records, clearing the room if the conditions continue over a few days.
- If you are unable to attend work you must contact the Manager by calling, as early as possible, preferably at 7.30 am to enable alternative staffing to be put in place.

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

EQUALITY OF OPPORTUNITY

Valuing diversity and promoting equality

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

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

Procedures

Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by our group and in the curriculum offered
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the DBS
- . This ensures fairness in the selection process. There will be a probationary period of at least 6 months when further suitability to perform the role is assessed.



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- One of our core values is that we provide secure attachments for your child. This means that physically and emotionally your child will be shown affection and appropriate support, this is done via listening and cuddling your child, getting down to their emotionally and physically level, which in turn help them to feel emotionally secure whilst they are at Noah's Ark Preschool.
- Our setting has a robust safer Recruitment process, which includes a Values based interviews, DBS, references, etc. As well as ongoing support and mentoring of staff.
In line with our equal opportunities policy, we employ females and males provided they are both qualified and experienced to carry their job role effectively.

Valuing diversity and promoting equality

- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

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

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



Noah's Ark Preschool Policies and Procedures

- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.
- All equipment and opportunities within our setting are available to all children. Challenges will be made where there are requested by parents or carers to restrict a certain opportunity based on gender stereotype.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.

Valuing diversity and promoting equality

- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

Monitoring and reviewing

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

Legal framework

The Equality Act 2006

- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

EQUALITY OF OPPORTUNITY

Supporting children with special educational needs

Policy statement

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

- We have regard for the DfES Special Educational Needs Code of Practice
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents all staff and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENDCO)
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers as necessary and when there is interest from Parents.
- We ensure the effectiveness of our special educational needs provision by continually collecting information from a range of sources e.g. Individual Education Plan reviews, staff meetings, parental and external agency's views, inspections and complaints.
- We provide a complaints procedure.
- We monitor and review all our policies annually.

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

EQUALITY OF OPPORTUNITY

Achieving Positive Behaviour

Policy statement

Positive behaviour is located within the context of the development of children's personal, social and emotional skills and well-being. A key person who understands children's needs, their levels of development, personal characteristics, and specific circumstances, supports this development. This ensures children's individual needs are understood and supported. Settling into a new environment is an emotional transition for young children especially as they learn to develop and master complex skills needed to communicate, negotiate and socialise with their peers. Skills such as turn taking and sharing often instigate minor conflicts between children as they struggle to deal with powerful emotions and feelings. During minor disputes, key persons help children to reflect and regulate their actions and, in most instances, children learn how to resolve minor disputes themselves. However, some incidents are influenced by factors, requiring a strategic approach especially if the behaviour causes harm or distress to the child or others. These situations are managed by the SENDCO/key person using a stepped approach which aims to resolve the issue and/or avoid the behaviour escalating and causing further harm.

This is an unsettling time for young children. Practitioners are alert to the emotional well-being of children who may be affected by the disruption to their normal routine. Where a child's behaviour gives cause for concern, practitioners take into consideration the many factors that may be affecting them. This is done in partnership with the child's parents/carers and the principles of this procedure are adhered to. The SENDCO will support staff to promote positive behaviour through their everyday practice.

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

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Procedures

Our SENDCO/Preschool leader have overall responsibility for co-ordinating our programme of supporting personal, social and emotional development, including issues concerning behaviour.

They are required to:

- keep themselves up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development; and
- check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- Ensure all staff are kept up to date and fully informed of all relevant information. All relevant information must be shared with the SENDCO.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting, providing these practices are lawful.



Noah's Ark Preschool Policies and Procedures

■ EQUALITY OF OPPORTUNITY

Achieving Positive Behaviour

- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person or Preschool leader. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and enough activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the incident log. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- When younger children behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children or children with a developmental delay are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.



Noah's Ark Preschool Policies and Procedures

EQUALITY OF OPPORTUNITY

Achieving Positive Behaviour

- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause. We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.



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- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
 - their parent, or carer in our group, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.



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Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Biting

As a result of accepting younger children we have noticed an increase in biting incidents. We have produced a leaflet to explain as best we can the causes of biting and how we deal with it in the setting. When a child is bitten or has bitten we will write up an incident report for each child and provide a further copy of the leaflet to the parents. This leaflet was included in our parent information packs for all children joining us after July 2014. Further instances will be monitored and an ABC chart introduced.

Rewards and sanctions

Children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.

Rewards such as excessive praise and stickers may provide immediate results for the adult but do not teach a child how to act when a 'prize' is not being given or provide the skills to manage situations and emotions themselves. Instead, a child is taught to be 'compliant' and respond to meet adult expectations to obtain a reward (or for fear of a sanction). If used the type of rewards and their functions must be carefully considered.



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Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group to be left in 'time out' or on a 'naughty chair'. If a child is distressed or causing harm to others, it may help to remove them from the immediate environment where the incident occurred. They should be taken to a quiet area by their key person or trusted adult for up to 5 minutes to help them calm down. If appropriate, the adult can use this time to help the child reflect on what has happened. Physical punishment of any kind is never used or threatened. If staff become aware that another person has given corporal punishment to a child, they follow our Safeguarding policy and procedures. Physical intervention to safeguard a child/children must be carried out as per the guidance in this procedure.

Step 1

The All staff volunteers and visitors with, and apply this policy and procedure - Promoting positive behaviour.

Unwanted behaviours are addressed using an agreed and consistently applied approach to deescalate situations

Behaviours that result in concern for the child and/or others must be discussed by the key person and SENDCO. During the meeting the key person must use their all-round knowledge of the child and family to share any known influencing factors such as a new baby in the family, child and/or parental illness, underlying additional needs to help place the child's behaviour into context.

Appropriate adjustments to practice must be agreed within the setting. If relevant, a risk assessment should be carried out – this can be written or via discussion.

If the adjustments are successful and the unwanted behaviour does not reoccur or cause concern then normal monitoring can resume.

Step 2

If the behaviour remains a concern, then the key person and SENDCO must liaise with the parents to try to discover possible reasons for the behaviour and to agree next steps. If relevant and appropriate the views of the child must be sought and considered to help identify a cause.

If a cause for the behaviour is not known or only occurs whilst in the setting, then the SENDCO must suggest using a focused intervention approach to identifying a trigger for the behaviour such as the ABC approach, i.e. Antecedents – what happened before; Behaviour – what was the behaviour observed; Consequences – what happened after the event.

If a trigger is identified, then the SENDCO and key person must meet with the parents to plan support for the child through a graduated approach via SEN support.

Aggressive behaviour by children towards other children will result in a staff member intervening immediately to stop the behaviour and prevent escalation using the agreed initial intervention approach. If the behaviour has been significant or may have a detrimental effect on the child, the parents of the victim of the behaviour and the parents of the perpetrator must be informed. If the keyperson has applied a physical intervention, complete an incident form, which must then be discussed with a parent. This



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would normally be by telephone as soon as the incident happens to help maintain confidentiality on collection. The incident form may be sent to the parent/carer by tapestry or messenger rather than physically signing it. If this is the case a note will be made on the incident form how it was shared with the parent.

Parents must also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

If relevant, actions for dealing with the behaviour at home are agreed with parents and incorporated into the action plan. Other staff are informed of the agreed interventions and help implement the actions. The plan must be monitored and reviewed regularly by the key person/SENDCO until improvement is noticed.

Incidents and intervention relating to unwanted/challenging behaviour by children must be clearly and appropriately logged on their SEN Support - Action plan.

Step 3

If despite applying initial intervention to deescalate situations and focused interventions to identify triggers the child's behaviour continues to occur and/or is of significant concern, the SENDCO and key person invite the parents to a meeting to discuss external referral and next steps for supporting the child. It may be agreed that the setting request support from the Early Help team and/or other specialist services such as our Early Year Consultant. This will help address most developmental or welfare concerns. If the behaviour is part of other welfare concerns that include a concern that the child may be suffering or likely to suffer significant harm, safeguarding procedures

Advice provided by external agencies is incorporated in their SEN Support: Action Plan and regular multi-disciplinary meetings held to review the child's progress.

If a review determines a statutory assessment may be needed then all relevant documentation must be collected in preparation for an Education Health and Care Assessment which may lead onto an Education, Health and Care Plan.

Use of physical intervention

Staff will already use different elements of physical contact with a child as part of their interaction in the setting especially when they are comforting a child or giving first aid. However, physical intervention to keep a child or other children safe is different and should only be applied in exceptional circumstances. The EYFS states that it physical intervention from a staff member towards a child may be used for the purposes of "averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if it is absolutely necessary".

Staff must do all they can to avoid using a physical intervention because this is not the preferred way of addressing children's behaviour.

To offer protection to children a range of appropriate graded interventions may be needed before physical intervention is applied. Most single incidents such as a child throwing a book on the floor or kicking a chair usually only require a verbal intervention from a member of staff. In other situations, an



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intervention can be applied through mechanical and environmental means such as locking doors and stair gates. This usually stops a situation escalating. However, there will be some situations where a child places themselves or others in danger which requires an immediate need for the use of both verbal and physical intervention. If a single or persistent incident requires a physical intervention such as physical handling from a staff member towards a child, then this is used intentionally to restrict a child's movement against their will. In most cases this can be applied through the use of the adult's body gently and safely blocking the child from access to danger or to prevent danger.

To physically intervene, a practitioner may use "reasonable force" to protect a child from injuring themselves or others. Legally a practitioner may also use reasonable force to prevent a child from damaging property. However, we would expect that in instances of damaging physical property a child would only experience a physical intervention if the broken property presented a risk or is high value. If a situation arises which requires urgent physical hands-on intervention this is best applied by the staff who knows the child well such as their key person who is more able to calm them or use other known methods for defusing situations without physical intervention.

Physical handling

We use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff use as little force as necessary to maintain safety. This intervention should only be used for as short a period as possible to keep the child safe and maintain well-being by aiming for:

- keeping the child's safety and well-being paramount
- a calm, gentle but firm approach and application of the intervention
- never restricting the child's ability to breathe
- side-by-side contact with the child
- no gap between theirs or the child's body
- keeping the adults back as straight as possible
- avoiding close head-to-head positioning to avoid injury to the child and themselves (head butting)
- only holding the child by their 'long' bones to avoid grasping at the child's joints where pain and damage are most likely to occur
- avoiding lifting the child unless necessary
- reassuring the child and talking about what has happened

only applying a physical intervention on a disabled child if training or preferred method is provided from a reputable external source e.g. British Institute of Learning Disabilities www.bild.org.uk/

Sustained unwanted behaviour

Where a child's unwanted behaviour is sustained and all strategies and interventions are not working for whatever reason a risk assessment will be carried out by senior staff, where it may be necessary to send the child home for the rest of the session, for the safety and security of staff and other children. This will be the worst case scenario and only after all other all interventions have been exhausted. An incident report will be completed with the reasons clearly outlined and the parent will be given a copy on collection, along with any other incident reports. These will be filed in our incident record once signed by the parent. Staff will talk positively to the child on departure and know that we will look forward to seeing them at their next session. Once the child has been collected this will be deemed a clean break and the child will be welcomed back at the next session. This is not an inclusion or suspension.



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Risks

There are risks associated with any physical intervention and handling of a child. The younger and more vulnerable a child may be, the greater risk to the child of using physical intervention towards them. However, there are also risks to children associated with not intervening physically; for instance, if a practitioner did not take hold of a child by the wrist, they may have run into the path of a fast-moving car. Before intervening physically to protect a child from immediate harm a practitioner needs to decision make in a split second, considering the following factors. This is described as dynamic risk assessment.

1. What is the immediate risk to this child if I do not intervene now?
2. What might the risks be if I do intervene? If this was my child, what would I want someone looking after them to do in this situation?
3. What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

Recording

Any instance of physical intervention is fully recorded immediately on an incident form and reported to the designated Safeguarding officer or deputy as soon as possible, ensuring that it is clearly stated when and how parents were informed. Parents are asked to sign a copy of the form or note on the form how it was sent to them – via messenger after a discussion with the parent. An individual risk assessment should be completed, if appropriate, after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. The risk assessment should be agreed and signed by parents.

Temporary suspension (fixed term)

Any decision to temporarily suspend a child must be carefully considered lawful, reasonable and fair. If despite following the stepped approach for behaviour it is necessary to temporarily suspend a child, for no more than five days, on the grounds of health and safety, the following steps are followed.

The preschool leader provides a written request to suspend a child to the setting manager; the request must detail the reason why the child must be suspended and the length of time of the proposed suspension.

If the preschool manager approves, the parents must be invited to a meeting to discuss next steps. Parents are invited to bring a representative along. Notes must be taken at the meeting and shared later with the parents.

The meeting must aim for a positive outcome for the child and not to suspend.

If no acceptable alternative to suspension is found then the setting manager must give both verbal and written notice of time related suspension to the parent, meanwhile the setting manager must ensure that continued resolution is sought and suitable adjustments are in place for the child's return.

Suspension of a child with additional needs.

We have a statutory duty not to discriminate against a child on the basis of a protected characteristic. This includes suspending a child based on a disability. Ignorance of the law or claiming it was unknown that a child was disabled is no defence. However, if the child's behaviour places themselves or others at risk then the setting must take actions to avoid further harm. Time limited suspension may be applied to keep the child and/or others safe whilst finding a solution. Suspension is only used if reasonable steps and planned adjustments are first used to help resolve the situation. Without this action, suspension of a child with SEND may constitute disability discrimination (Equality Act 2010). A decision to suspend additional needs must be clearly evidenced, specific, measurable, achievable, realistic and targeted.



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Plans and intervention must be recorded on the child's file and SEN Support - Action plan. If little or no progress is made during the suspension period, the following steps are taken.

The setting manager sends a written/electronic invite to the parents, a local authority representative and any relevant external agencies to attend a review meeting. Each attendee must be made aware that the meeting is to avoid the situation escalating further and to find a positive solution.

After the meeting the setting manager continues to maintain weekly contact with the parents and local authority to seek a solution.

Suitable arrangements offer the parent continued support and advice during the suspension. The setting manager reviews the situation fortnightly and provides their line manager with a monthly update.

Challenging unwanted behaviour from adults in the setting

We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes or action towards any individual/group. This includes those living outside the UK (xenophobia). This also applies to behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

Allegations of discriminatory remarks or behaviour made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises.

Where a parent makes discriminatory or prejudice remarks to staff at any time, or other persons while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent is asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in discriminatory or prejudice ways; the third stage may be considering withdrawing the child's place.

Threats and abuse towards staff and volunteers

The setting is responsible for protecting the health and safety of all staff and volunteers in its services and has a duty of care in relation to their physical and emotional well-being. We believe that violence, threatening behaviour and abuse against staff are unacceptable and will not be tolerated. Where such behaviour occurs, we will take all reasonable and appropriate action in support of our staff and volunteers.

Staff and volunteers have a right to expect that their workplace is a safe environment, and that prompt and appropriate action will be taken on their behalf if they are subjected to abuse, threats, violence or harassment by parents, service users and other adults as they carry out their duties.

The most common example of unreasonable behaviour is abusive or intimidating and aggressive language. If this occurs, the ultimate sanction, where informal action is not considered to be appropriate or has proved to be ineffective, is the withdrawal of permission to be on the premises. This will result in the person concerned being asked not to drop off or collect. Informal action will include staff always



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having another member present when a discussion takes place or resorting to written correspondence with that person only.

Where a person recklessly or intentionally applies unlawful force on another or puts another in fear of an immediate attack, it is an offence in law which constitutes an assault. We will contact the police immediately.

There are three categories of assault, based on the severity of the injury to the victim.

- Common Assault - involving the threat of immediate violence or causing minor injury (such as a graze, reddening of the skin or minor bruise).
- Actual Bodily Harm - causing an injury which interferes with the health or comfort of the victim (such as multiple bruising, broken tooth or temporary sensory loss).
- Grievous Bodily Harm - causing serious injury (such as a broken bone or an injury requiring lengthy treatment).

There is also an aggravated form of assault based upon the victim's race, religion, disability or sexual orientation and other protected characteristics as defined in the Equality Act 2010 which carries higher maximum penalties.

It is important to note that no physical attack or injury needs to have occurred for a common assault to have taken place. It is sufficient for a person to have been threatened with immediate violence and put in fear of a physical attack for an offence to have been committed.

Any staff member or volunteer who feels under threat or has been threatened, assaulted, or intimidated in the course of their work must report this immediately to their manager for further investigation and action.

999 should always be used when the immediate attendance of a police officer is required. The police support the use of 999 in all cases where:

- there is danger to life
- there is a likelihood of violence
- an assault is, or is believed to be, in progress
- the offender is on the premises
- the offence has just occurred, and an early arrest is likely

If it is not possible to speak when making a 999 call because it alerts an offender, cough quietly or make a noise on the line, then follow the prompts to dial 55 (mobiles only) for a silent call. Police may be able to trace the call and attend the premises.

Harassment and intimidation

Staff may find themselves subject to a pattern of persistent unreasonable behaviour from individual parents or service users. This behaviour may not be abusive or overtly aggressive but could be perceived as intimidating and oppressive. In these circumstances staff may face a barrage of constant demands or criticisms on an almost daily basis, in a variety of formats for instance, email or telephone. They may not be particularly taxing or serious when viewed in isolation but can have a cumulative effect over a period of undermining their confidence, well-being, and health. In extreme cases, the behaviour of



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the parent or other service user may constitute an offence under the Protection from Harassment Act 1997, whereby:

A person must not pursue a course of conduct:

(a) which amounts to harassment of another, and

(b) which he knows or ought to know amounts to harassment of the other.

If so, the police have powers to act against the offender. Such situations are rare but, when they do arise, they can have a damaging effect on staff and be very difficult to resolve. If the actions of a parent appear to be heading in this direction, staff should speak to their manager who will take appropriate action to support. This may include the manager sending a letter to the aggressor, warning them that their behaviour is unacceptable and may result in further action being taken against them. All incidents must be recorded and reported to the setting's manager.

Parents and some other visitors normally have implied permission to be on the premises at certain times and for certain purposes, and they will not therefore be trespassers unless the implied permission is withdrawn.

If a parent or other person continues to behave unreasonably on the premises a letter will be sent to them from the owners/directors/trustees, withdrawing the implied permission for them to be there.

Further breaches may lead to prosecution of the person concerned by the police and they are treated as a trespasser.

Full records are kept of each incident, including details of any person(s) who witnessed the behaviour of the trespasser(s), since evidence will need to be provided to the Court.

Dealing with an incident

We would normally expect all cases of assault, and all but the most minor of other incidents, to be regarded as serious matters which should be reported to the setting manager and/or the police and followed up with due care and attention.

A record of the incident must be made whether the police are involved or not.

Whilst acknowledging that service users i.e. parents and families, may themselves be under severe stress, it is never acceptable for them to behave aggressively towards staff and volunteers. Individual circumstances along with the nature of the threat are considered before further action is taken.

All parties involved should consider the needs, views, feelings and wishes of the victim at every stage. We will ensure sympathetic and practical help, support and counselling is available to the victim both at the time of the incident and subsequently.

A range of support can be obtained:

from the management team trustees and/or a staff colleague

from Victim Support on giving evidence in court



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In non-urgent cases, where the incident is not thought to be an emergency, but police involvement is required, all staff and volunteers are aware of the non-emergency police contact number which is 101

999 calls receive an immediate response. Unless agreed at the time, non-emergency calls are normally attended within 8 hours (24 hours at the latest).

When they attend the setting or service, the police will take written statements from the victim (including a 'Victim Personal Statement') and obtain evidence to investigate the offence in the most appropriate and effective manner.

The police will also consider any views expressed by the setting manager and owner/directors/trustees as to the action they would like to see taken. The manager should speak to the victim and be aware of his or her views before confirming with the police how they wish them to proceed.

In some cases the victim may be asked by the police if he/she wishes to make a complaint or allegation against the alleged offender. It is important to ensure that the victim can discuss the matter with their line manager, a colleague or friend before deciding on their response. It is helpful for the victim to be assured that, if there is a need subsequently to give evidence in court, support can be provided if it is not already available from Victim Support.

The decision regarding whether an individual is prosecuted is made by the police or Crown Prosecution Service (CPS) based on the evidence and with due regard to other factors.

After the incident has been dealt with, a risk assessment is done to identify preventative measures that can be put in place to minimise or prevent the incident occurring again.

OFSTED will be notified via their online system and our local authority adviser.

Harassment or intimidation of staff by parents/visitors

The setting manager should contact the management team for advice and support.

Where the parent's behaviour merits it, the setting manager, with another member of staff present, should inform the parent clearly but sensitively that staff feel unduly harassed or intimidated and are considering making a complaint to the police if the behaviour does not desist or improve. The parent should be left in no doubt about the gravity of the situation and that this will be followed up with a letter drafted by the setting manager.

The setting manager might wish to consider advising the parent to make a formal complaint. Information about how to complain is available on our website for parents and service users.

If the investigation concludes that the parent's expectations and demands are unreasonable, and that they are having a detrimental effect on staff, the findings can strengthen the setting manager's position in further discussions with the parent and subsequently, if necessary, with the police.

Complaints relating to potential breaches of the EYFS Safeguarding and Welfare requirements will be managed according to the Complaints procedure.

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool

Policies and Procedures

PROMOTING HEALTH AND HYGIENE

Animals in the setting

Policy Statement

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

Procedures

Animals in the setting as pets

Our premises are shared premises. Pets are not allowed in the building. Registered Guide dogs or hearing dogs are allowed but remain the responsibility of the owner. A separate risk assessment will be produced and parents will be informed that on occasions a guide dog may be on the premises. We seek information about allergies and if child is afraid of dogs. We will talk to the children about the correct way to behave around a guide dog and how to treat it.

Visits to farms

We do not have a farm within walking distance. Therefore we would not usually visit a farm unless it was part of an outing where parents accompany their child/children.

Living Creatures

Small living creatures may be brought into the setting as part of planning activities – these may include Worms, frogspawn, chicks etc

- Children are taught correct handling, respect and care of the creature and are supervised to ensure that no unnecessary harm is brought to the creature
- A risk assessment with the owner is discussed and will include the correct handling and care of the creature
- Disposable gloves will be made available for Staff and Children to wear and everyone will wash their hands after handling the creature
- If a visitor such as a health care professional brings a guide or hearing dog into the setting, the responsibility for this animal lies with the owner. We will carry out a risk assessment, detailing how the dog is to be handled and how any safety or hygiene issues will be addressed.

Legal framework

- The Management of Health and Safety at Work Regulations 1999
www.opsi.gov.uk/SI/si1999/19993242.htm

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool

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PROMOTING HEALTH AND HYGIENE

Administering medicines

Policy statement

While it is not our policy to care for children who are unwell, we will agree to administer prescribed medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for children's GP's to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. We request that the parent keeps the child at home for the first 48 hours to ensure there are no adverse effects as well as to give time for the medication to take effect.

These procedures are written in line with current guidance in 'Managing Medicines in Schools and Early Years Settings and OFSTED'; the manager is responsible for ensuring all staff understand and follow these procedures.

Staff are responsible for the correct administration of medication to children regardless of whether they are their keyperson or not. Staff have equal responsibility to ensure that medication is administered to the child when needed. The manager or Preschool leader will ensure that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- Only prescribed medication is administered. It must be in-date and prescribed for the current condition.
- It is the parent/carers responsibility to ensure the medication we have is in date and we have all the current information about their condition.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are stored in a box inaccessible to the children but within easy reach of staff.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - full name of child and date of birth;
 - name of medication and strength;
 - dosage to be given in the setting and time of last dosage at home;
 - how the medication should be stored and expiry date;
 - any possible side effects that may be expected should be noted; and
 - signature, printed name of parent and date.



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PROMOTING HEALTH AND HYGIENE

Administering medicines

Any staff member can receive medication at the start of the session. In the case of long term medical needs, the manager will discuss their needs and complete a care plan. A risk assessment may also be completed and the insurers notified if there is significant risk. Parents sign a "Blanket" authorisation medication log form, giving us permission to administer medicines as needed. Each time medication is administered, the parent must sign the form at the end of the session. In the case of short term medication – ie completing a course of antibiotics, usually the manager or Preschool leader will complete a medication log form and store the medication appropriately. A note will be fixed to the kitchen opening reminding staff of the need to administer medicine and at what time. Parents are responsible at the end of the session to collect the medication from a member of staff.

- The medication is recorded accurately each time it is given in the medication log and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine. The medication log book records:
 - name of child;
 - name and strength of medication;
 - time and date of last dose – if applicable
 - the date and time of dose administered by staff;
 - dose given and method; and is
 - signed by staff member and witnessed by another member of staff; and is verified by parent signature at the end of the day.

Storage of medicines

- All medication is stored safely in a box, which is inaccessible to children or refrigerated as necessary. We are not able to have a secure locked cabinet on the premises due to it being a shared building.
- The parent/carer is responsible for collecting the medicine from staff at the end of the day.
- If the administration of prescribed medication requires medical knowledge, individual training is provided to all members of staff by a health professional.
- If rectal diazepam is given another member of staff must be present and co-signs the record book.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell staff what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

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

- A care plan is completed for each child with long term medical conditions that require ongoing medication. This is the responsibility of the manager alongside the Preschool leader. Other medical or social care personnel may need to be involved in the completion of the care plan
- Parents will also contribute to the care plan. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions all staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training needs for staff is part of the care plan.
- Information is shared with other staff within our group.
- The health care plan includes the measures to be taken in an emergency.
- The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents/carers are asked to keep us up to date with any changes to the child's condition or needs and are expected to inform us if they have given the child medication before bringing them to Preschool



Noah's Ark Preschool Policies and Procedures

PROMOTING HEALTH AND HYGIENE

Administering medicines

Managing medicines on trips and outings

- On occasions when we may go on educational visits or trips, any prescribed medication and the medication log will also be taken along with a first aid kit.
- All parents/carers need to give their permission for their child to take part and separate discussions will take place with them regarding long term prescribed medication. As these educational visits are usually very short it is unlikely that anything other than asthma medication will need to be considered.
- For our end of term trip, or any outing or event where parents have sole responsibility, (sports days, performances etc) Preschool staff will not administer medication as the children are deemed to be under the care of their parents/carers.

Refusing Medicines or medical treatment

- If a child refuses to take medicines or refuses treatment for an injury deemed necessary by a qualified first aider, staff will not force them to do so (unless in the case of a medical emergency – see below). Should this happen, we will immediately contact the parent/carer and make a note on the medication form/accident record. This may result in the parent/carer being called and the child collected from the setting.
- If a child is in a life threatening condition but refuses medication, staff will restrain the child as necessary and administer the medication to the best of their abilities, provided it is in the best interest of the child. All necessary emergency action will also be taken. A full incident report will be made and the parent/carer informed immediately

General Information

All staff have a common law of duty to act like any reasonably prudent parent or carer. Staff will ensure that children are healthy and safe which will extend to administering prescribed medication and/or taking action in an emergency.

Children with medical needs have the same rights as other children and will not be excluded from Preschool because of these needs. Medical needs are different to general illnesses. In certain circumstances where there is a risk to health and safety of staff or other pupils, or if our insurers will not allow us to accept a child, children can be removed from Preschool for medical reasons. This is not exclusion

Paracetamol/Antihistamine – Emergency medication administration.

Following our first aid training in July 2018 it was recommended that we have on site a bottle of liquid paracetamol and antihistamine to be administered in an emergency. This is for emergency use only – and is only administered if a child becomes unwell at preschool provided the steps on the emergency medication form have been followed. An emergency could be a child that develops a high temperature whilst at preschool or one that gets stung or has a reaction to something they have eaten. Where possible we will ring the parent or carer before we administer but this will be assessed at the time depending on the urgency and the length of time they have been at preschool in case medication had been administered at home. Once we have given medication we will request that someone collect the child as soon as possible. A



Noah's Ark Preschool Policies and Procedures

medication form will be completed which has a number of additional checks in a step by step process. Questions on the form are 'how long the child has been in preschool?' – if less than 4 hours parents **MUST** be contacted to ensure we don't give an overdose. Once medication is administered a slip is completed and given to the person who collects, which states who has administered the medication, the time and the amount given, after they have signed the medication form. These medications will not be routinely given whilst at preschool unless they form part of a long-term care plan for the child.

COVID 19 Pandemic - Parents/carers are asked to be extra vigilant to the signs of COVID 19 and follow the current guidelines with regards to testing, self isolation and contact tracing. Parents/Carers are requested to keep poorly children at home not to administer medication such as calpol, prior to attending preschool.

Legal framework

- Medicines Act (1968)

Further guidance

- Managing Medicines in Schools and Early Years Settings (DfES 2005)
<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>
- Current government advice, guidance and legislation on the COVID 19 pandemic.

DRAFT

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

PROMOTING HEALTH AND HYGIENE

Managing children with allergies, or who are sick or infectious

(Including reporting notifiable diseases)

Policy statement

We provide care for healthy children and promote health through identifying allergies and preventing contact with the allergenic substance and through preventing cross infection of viruses and bacterial infections. Medication is only administered if it has been prescribed by a Doctor or other healthcare professional.

Procedures for children with allergies

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

Insurance requirements for children with allergies and disabilities

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

At all times the administration of medication must be compliant with the Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given in *Managing Medicines in Schools and Early Years Settings* (DfES 2005)

Oral Medication

Asthma inhalers are now regarded as "oral medication" by insurers and so documents do not need to be forwarded to your insurance provider.

- Oral medications must be prescribed by a GP and have manufacturer's instructions clearly written on them.
- The group must be provided with clear written instructions on how to administer such medication.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.



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PROMOTING HEALTH AND HYGIENE

Managing children with allergies, or who are sick or infectious

(Including reporting notifiable diseases)

- the group must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.
- In the case of life saving medication & invasive treatments - adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy). The setting must have:
 - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
 - written consent from the parent or guardian allowing staff to administer medication; and
 - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse or specialist training company.
- Copies of all three letters relating to these children must first be sent to the for appraisal. Confirmation will then be issued in writing confirming that the insurance has been extended. Unfortunately, until all this is put into place, it may not be possible to allow the child into the group, without a parent being on the premises.

Procedures for children with complex additional needs

ie:- children requiring help with tubes to help them with everyday living, breathing apparatus, to take nourishment, colostomy bags etc.

- A care plan and full risk assessment will be carried out by the Manager or Preschool leader
- Our policy for administering medicines will be followed
- Prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- All staff will have the relevant medical training/experience, from parents/carers or medical professionals.
- Copies of all letters relating to these children must first be sent to our Insurance company for appraisal. Written confirmation that the insurance has been extended will be issued by return.

If we are unsure about any aspect, we will contact our insurers

Procedures for children who are sick or infectious

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the Preschool leader or manager calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts. Liquid paracetamol may be administered – see medication policy.
- In extreme cases of emergency an ambulance will be called and the parent informed.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to Preschool.
- After sickness or diarrhoea, parents are asked to keep children home for 48 hours after the last episode.
- The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from www.patient.co.uk and includes common childhood illnesses such as measles.



Noah's Ark Preschool Policies and Procedures

PROMOTING HEALTH AND HYGIENE

Managing children with allergies, or who are sick or infectious

(Including reporting notifiable diseases)

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.
- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs OFSTED and acts on any advice given by the Health Protection Agency.

HIV/AIDS/Hepatitis procedure

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

Nits and head lice

- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

Further guidance

- Managing Medicines in Schools and Early Years Settings (DfES 2005)
<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

PROMOTING HEALTH AND HYGIENE

Changes to procedures during COVID 19 Pandemic (1st June 2020 onwards)

- Before arrival all external door handles and the door bell must be cleaned and disinfected.
- Front entrances and rear gate are being used to reduce the amount of people queuing to drop off and pick up
- Parents to stand on the street away from the door and at least 2 m away from everyone else. Children will be admitted one family at a time. Parents or carers cannot and must not enter the building.
- Children can arrive at 8.30 (Early Birds) 9 am. If parents or carers wish to discuss anything, they should advise the staff member on the door and arrange a suitable time for them to call on 01884 839965 to discuss.
- All staff and parents must follow all the current guidelines and regulations around testing and self isolation.
- Lunches are to be stored in a disposable plastic bag or a hard case plastic box. Staff will handle items from home as infrequently as possible. Any bowls, plates or cutlery used will be washed in hot soapy water/through a hot wash on the dishwasher.
- Staff, children and Visitors must wash hands/sanitise thoroughly on arrival at the setting,
- Encourage children to avoid touching their face, eyes, nose, and mouth.
- We will ensure that the premises are well ventilated at all times. This will mean extra layers will be needed for children to keep them warm in winter months
- Accident/incident reports will be sent to parents via tapestry or Messenger as they happen and a note must be made in the box where they sign advising the time and date sent. We will not be asking parents to sign the accident forms during this time.
- Parents can collect at 3.00pm (12 noon drop off and collection at lunchtime). Parents/carers will need to ring the outside bell and move away from the door. Children will be taken to the front door with their belongings. Parents and Carers need to move away from the entrance as soon as possible after collection.
- All resources will continue to be cleaned thoroughly each day.
- If anyone becomes unwell with a new, continuous cough, a high temperature or changes to sense of taste or smell in an education or childcare setting, they must be sent home and advised to follow the current COVID-19: guidance
- If a child is awaiting collection, they must be moved to a separate room, where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation.
- If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.
- PPE - gloves, mask and apron - must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).
- In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital
- Clean AND disinfect frequently touched surfaces throughout the day. This includes tables, chairs, resources, equipment, doorknobs, light switches, countertops, handles, toilets, taps, and sinks.
- Wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning.
- Regularly clean electronics, such as tablets, touch screens, keyboards and remote controls throughout the day. Use alcohol-based wipes or sprays containing at least 70% alcohol and dry surface thoroughly.
- If we have a confirmed case within the setting, we will contact the Department for Education helpline on 0800 0468687 option 1 or whatever the current advice is at the time.



Noah's Ark Preschool Policies and Procedures

- With the advice and regulations changing regularly throughout the pandemic, we will always follow the most up to date and current advice from the government. Current UK government advice can override any of this policy.

Visitors to Noah's Ark Preschool from Autumn term 2021

Risk Assessment/Procedure

- You must not enter preschool if you are unwell in any way.
- If you become ill and subsequently test positive for Covid-19 you must notify us
- We will not see visitors without an appointment.
- Please bring your own pen, hand sanitiser and mask.
- On arrival, please ring doorbell on the gate or front door and be prepared to loudly state your name before the entrance is opened.
- Please complete our visitors book when requested, We are only permitting essential visits to keep our staff and children safe. We will retain this information in line with GDPR
- Where possible, all visitors will be seen in the garden area, maintaining 2 m social distancing from other adults. If visitors need to come into the main building, they will be expected to wear a mask, again maintaining social distancing rules from adults.
- No drinks or refreshments will be provided. Please bring your own water bottle with you if you need it. No sharing or equipment. Please only bring essential items with you into the premises.
- You are expected to adhere to our policies around child protection and confidentiality
- If you need to use the toilet facilities, please enter the toilet area after it has been cleared with a member of staff. Only touch what is essential. Please ensure you sanitise your hands before using the toilet and wash your hands for at least 20 seconds with soap and water after using the toilet. There are wipes in the toilet – please ensure you clean any areas you've touched before exiting and throw the wipe in the pedal bin provided.
- On leaving our premises, please ensure a staff members notes the time you've left in the visitors book and sanitise your hands at the exit.



This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

PROMOTING HEALTH AND HYGIENE

Nappy changing

Policy statement

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures

- Staff have a list of children who are yet to toilet train
- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
- Parents/carers are asked to provide a bag containing changes of clothes along with a supply of nappies or pull ups and wet wipes suitable for their child.
- Gloves and aprons are provided for use as necessary. The mat is thoroughly cleaned before each child is changed.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, staff ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- Staff are gentle when changing; they avoid pulling faces and making negative comment about 'nappy contents'.
- Staff do not make inappropriate comments about young children's genitals when changing their nappies
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Soiled clothes are bagged up for the parent to take home.
- When requested by parents or suggested by staff to assist with toilet training, a record will be kept of when a child's nappy is changed or a child who is toilet training is taken to the toilet,



Noah's Ark Preschool Policies and Procedures

PROMOTING HEALTH AND HYGIENE

Nappy changing

It is expected that whilst children are working towards Toilet Training parents will:

- Ensure that their child is changed just before attending Preschool
- Ensure that their child is not soiled before leaving the premises.
- Supply a bag with a separate change of clothing, nappies or trainer pants, wet wipes and nappy sacks.

Staff will:

- Follow the Nappy check and change schedule or change when necessary outside of the schedule
- Ensure that a fully vetted member of staff carries out any such changes
- Ensure that, wherever possible, another appropriate member of staff is in the near vicinity
- Offer advice, if required on toilet training or give details of organisations or individuals who may be able to help.
- Liaise with and support parents with toilet training when the time is right for their child. This ensures that both staff and parents adopt a consistent approach both at home and in group.

If a child refuses to have their nappy changed.

- Where children refuse to have their nappy changed, staff will not use force but will use various techniques to persuade the child to cooperate with the change. Staff will use their judgement as to decide if the change is completely necessary – ie the child is becoming distressed about being changed and will be going home within an hour. A record of the attempt to change will be made and parent advised upon collection
- Where a child is excessively wet or soiled but is refusing a nappy change, reasonable attempts will be made to carry out the change without causing undue distress to the child. In cases where children are refusing a change or are very distressed the parent/carers will be called and asked to come in.
- Children are deemed to be compliant with a nappy change when they verbally give permission or use non verbal gestures to suggest compliance – such as getting a bag, following staff to the toilet area

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

PROMOTING HEALTH AND HYGIENE

No-smoking/Vaping

Policy statement

We comply with the Law, health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no-smoking environment - both indoor and outdoor.

Procedures

- All staff, parents and volunteers are made aware of our no-smoking policy, this includes vaping
- We display no-smoking signs/no vaping signs.
- Staff who smoke/vape do not do so during working hours. Unless on a break and off the premises.
- Staff are not permitted to smoke/vape whilst in their uniform.
- Staff who smoke/vape during their break must change into different clothing to minimise the effect of the odour and lingering effects of passive smoking for children and colleagues.

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations 2006
www.opsi.gov.uk/si/si2006/20063368.htm
- The Smoke-free (Signs) Regulations 2007
www.opsi.gov.uk/si/si2007/20070923.htm

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Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

PROMOTING HEALTH AND HYGIENE

Food drink and Oral Hygiene

Policy statement

At Preschool we regard snack and meal times as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating through our resources. At snack times, we provide nutritious food, which meets the children's individual dietary needs along with milk or water.

Procedures

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

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies. (See the Managing Children with Allergies policy.)
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We provide nutritious food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups, to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For children who drink milk, we provide milk in line with government legislation. As of September 2011, this is semi-skimmed milk.



Noah's Ark Preschool Policies and Procedures

PROMOTING HEALTH AND HYGIENE

Food drink and Oral Hygiene

Packed lunches

In our setting, children are required to bring along their own packed lunch. We:

- encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt. Parents/Carers are to ensure that all items used in lunchboxes – including ingredients for sandwiches are within the use by date. Staff will not routinely check each item but if a product is not within the use by date, the item will be returned to the lunchbox with a note. It is important that staff understand the difference between a use by and best before date. Items with a best before date will not be removed from lunchboxes as this is advisory.
- Where a drink is provided, it must be labelled with the child's name
- Encourage children to eat the healthier foods in their lunch box first.
- discourage packed lunch contents that consist largely of crisps, processed foods and sweet products such as cakes or biscuits. We reserve the right to discuss food provided with parent/carer and suggest healthier alternatives.
- provide children bringing packed lunches, with plates, cups and cutlery as necessary; and
- ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.

Oral Hygiene in Early Years

- we recognise that nearly a quarter of 5 year olds in England have tooth decay, with 3 or 4 teeth affected on average. Tooth extraction is one of the most common procedures for children under 6 in hospital. Extraction is also the most common reason for hospital admission for children aged 6 to 10. Children from more deprived backgrounds are more likely to have tooth decay.
- Children who have toothache, or need treatment, may have pain or infections. This can have a wider effect and lead to problems eating, sleeping, socialising and learning.
- We encourage children to drink milk at water at snack times from an open cup.
- We will work with parents to discontinue the use of bottles and dummies
- At lunchtimes, children may have their own drinks bottle. Fizzy drinks are not permitted.
- Staff and volunteers talk positively about good food choices at lunchtime and emphasise what is good for teeth and general health
- We will encourage healthy toothbrushing routines through role play and modelling as well as supplying tooth brushing packs, where available through the supervised tooth brushing programme.

Legal Framework

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

Further guidance

- *Safer Food, Better Business*
www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

PROMOTING HEALTH AND HYGIENE

First aid

Policy statement

In our Preschool, staff are able to take action to action first aid treatment in the event of an accident involving a child or adult. The first aid qualification includes first aid training for infants and young children.

Procedures

The First Aid Kit

Our first aid kit will consist of items that are relevant to our setting and our needs and may include the following items:

- Triangular bandages.
- Sterile dressings
- Mircopore tape
- Assorted plasters suitable for both children and staff – detectable blue plasters.
- Guidance card as recommended by HSE 1.

In addition to the first aid equipment, our box may also contain:

- 2 pairs of disposable plastic vinyl gloves.
- 1 plastic disposable apron.
- a children's forehead 'strip' thermometer/ in ear thermometer
- Instant Ice Packs
- Safety scissors for cutting through clothing

The first aid box is easily accessible to adults and is kept out of the reach of children.

- At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Parents sign a consent form at registration allowing staff to accompany their child in an ambulance to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.
- We also have a box which is readily to hand for the clearing up of body fluids such as vomit, urine etc. A senior member of staff has attended training in infection control. All staff are aware on what to do when handling body fluids.
- If a child refuses treatment that a first aider deems necessary, the parent/carer will be called.



Noah's Ark Preschool Policies and Procedures

PROMOTING HEALTH AND HYGIENE

First aid

Legal framework

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

Further guidance

- First Aid at Work: Your questions answered (HSE 1997)
www.hse.gov.uk/pubns/indg214.pdf
- Basic Advice on First Aid at Work (HSE 2006)
www.hse.gov.uk/pubns/indg347.pdf
- Guidance on First Aid for Schools (DfEE)
www.teachernet.gov.uk/_doc/4421/GFAS.pdf

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This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool

Policies and Procedures

EMPLOYMENT

Employment and staffing

(Including vetting, contingency plans, training and development)

Policy Statement

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

Procedures

Ratios

- To meet this aim we work within the following minimum of adult to children ratio:
 - children aged two years of age: 1 adult : 4 children; and
 - children aged three to seven years of age: 1 adult: 8 children.
- Our normal working ratio is at least 5 adults to 32 children during session time – more or less depending on the age ratio. At least 2 of these are qualified to level 3 or above.
- A minimum of 3 staff/adults are on duty at any one time.
- We use a keyperson approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for informal discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use OFSTED guidance on obtaining references and enhanced criminal record checks through the DBS for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.

Changes to staff

- We follow OFSTED latest requirements when notifying changes to committee members.

Training and staff development

- We provide regular in-service training to all staff - whether paid staff or volunteers



Noah's Ark Preschool Policies and Procedures

EMPLOYMENT

Employment and staffing

- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and annual appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Managing staff absences and contingency plans for emergencies

- As we are a term time only setting, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager and chair person with enough notice.
- Where staff are unwell and take sick leave, we organise cover to ensure ratios are maintained.
- In case of staff absence, we aim to have a member of staff available to cover. We can call upon the use of committee members to assist and the manager is able to cover as necessary

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This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool

Policies and Procedures

EMPLOYMENT

Induction of all staff and volunteers

Policy Statement

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

EYFS key themes and commitments

Procedures

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all staff and volunteers, including management committee members.
 - Familiarising with the building, health and safety and fire procedures.
 - Ensuring our policies and procedures have been read and are carried out.
 - Introduction to parents, especially parents of allocated key children where appropriate.
 - Familiarising them with confidential information where applicable in relation to any key children.
 - Details of the tasks and daily routines to be completed.
- The induction period lasts at least two weeks. The manager and Preschool leader induct new staff and volunteers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.
- The probationary period usually lasts for 6 months but may be individually tailored or extended as necessary.
- Staff may have the offer of employment terminated at any time during probationary period and immediately if an unsatisfactory DBS enhanced disclosure is received.
- Staff can terminate their employment during the probationary period giving a weeks' notice. This can be reviewed and may be adjusted depending on circumstances and at the discretion of the Manager/Chair person.

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool

Policies and Procedures

EMPLOYMENT

Student placements

Policy Statement

Our Preschool recognises that qualifications and training make an important contribution to the quality of the care and education provided by early year's settings. As part of our commitment to quality, we offer placements to students undertaking early year's qualifications and training. We also offer placements for school pupils on work experience.

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

Procedures

- We require students on long term qualification courses to meet the 'suitable person' requirements of OFSTED and have DBS checks carried out by their college.
- We require schools placing students under the age of 16 years with us to vouch for their good character. This information is usually obtained verbally from the organiser or tutor
- We supervise students at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures. They will also receive a separate safeguarding interview
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

HEALTH AND SAFETY

Risk assessment

Policy statement

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

Procedures

- The basis of this policy is risk assessment. We have a folder which contains our daily risk assessments/opening checks which are reviewed and updated regularly. A daily risk assessment of the premises is carried out which includes:
 - Checking floors and all floor surfaces are clean and not slippery
 - That the fridges, water and room temperature is set appropriately for children's safety
 - Adequate heating is turned on
 - Outdoor area is secure and clear of rubbish, animal faeces, standing water
 - Sand and water trays are clean and ready for children to play with.
 - Kitchen and toilet areas are clean and ready for use
 - Doors are secured
 - Review any current safety issues which are recorded on the daily check sheet

In addition to the daily checks we:

- Carry out an annual review of all risk assessments unless there is a material change or change to working practices in the meantime.
- Carry out risk assessments for individual children taking into account behaviour or medical needs as necessary
- Carry out a risk assessment for each trip or outing – this can be written or verbal
- Carry out analysis of accident/incidents and link in with the daily assessment/opening check

Legal framework

- Management of Health and Safety at Work Regulations 1992

Further guidance

- Five Steps to Risk Assessment (HSE 2006)
www.hse.gov.uk/pubns/indg163.pdf
- www.devon.gov.uk

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool

Policies and Procedures

HEALTH AND SAFETY

Health and safety general standards

Policy statement

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

- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is: Wendy Land All staff have responsibility to ensure the setting is a safe place for children.
- They are competent to carry out these responsibilities.
- They have undertaken health and safety training and regularly update knowledge and understanding.
- Church Deacons display the necessary health and safety poster on the premises.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on our notice board in the school room

Procedures

Awareness raising

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

Safety of children

Children are encouraged to learn what is safe for them and how to manage their own safety. During the warmer months, parents are requested to send their children to preschool with long lasting suncream already applied and suitable clothing/footwear

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear.
- Adults are not expected to remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.



Noah's Ark Preschool

Policies and Procedures

HEALTH AND SAFETY

Health and safety general standards

Jewellery and hair accessories

- Children, staff members, volunteers and students must not attend the setting wearing jewellery or fashion accessories that may pose a potential hazard to other children or themselves.
- Health and safety take precedence over respect for culture, religion or fashion.
- Members of staff do not wear jewellery or fashion accessories, such as belts or high heels, that may pose a danger to them or to young children. These include large rings with sharp edges, earrings - other than studs, chain necklaces, or bracelets with attachments that can be pulled off, or belts with large buckles.
- Parents must ensure that any jewellery worn by children poses no risk, for example, earrings which may get pulled, bracelets which can get caught when climbing, or necklaces that may pose a risk of strangulation.
- Noah's ark Preschool does not accept any responsibility for damage caused to non essential personal items belonging to staff or children
- Children may wear small, smooth stud earrings.
- Children, staff, and volunteers do not wear anything with sharp edges that could scratch children, or jewellery with small elements that could become detached and swallowed.
- Hair accessories that may come loose pose a choking hazard are removed before children sleep or rest.
- Parents are requested not to send children wearing hair beads. If staff see beads that are coming loose, they will remove them.
- Hair accessories that may pose a choking hazard to other children should they become detached, should be removed if members of staff consider this to be a possibility.
- Amber beads for teething pain relief are not to be worn due to the risk of choking posed to the infant and other children who may remove them.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.

Floors

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

Electrical/gas equipment

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

Storage

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

Outdoor area

- Our outdoor area is securely enclosed.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.



Noah's Ark Preschool

Policies and Procedures

HEALTH AND SAFETY

Health and safety general standards

- If a drone is spotted over the outdoor area, which may compromise the privacy of the setting, children will be moved inside immediately and the incident will be reported to the police. Staff may attempt to locate the person flying the drone but under no circumstances must they put themselves in any danger. The occurrence must be noted on the incident form. Any photographs published showing the setting or individual children will be reported to the police.

Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for our group which includes play rooms, kitchen, rest area, toilets and nappy changing areas.
- The toilet area has a high standard of hygiene including hand washing and drying facilities.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes
 - providing paper towels for drying hands etc

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play and is replenished regularly.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the manager and the chairperson.

Legal Framework

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

Further guidance

- *Health and Safety Law: What you Should Know (HSE 1999)* www.hse.gov.uk/pubns/law.pdf
- *Health and Safety Regulation...a Short Guide (HSE 2003)* www.hse.gov.uk/pubns/hsc13.pdf
- *Electrical Safety and You (HSE 1998)* www.hse.gov.uk/pubns/indg231.pdf
- *COSHH: A Brief Guide to the Regulations (HSE 2005)* www.hse.gov.uk/pubns/indg136.pdf
- *Manual Handling – Frequently Asked Questions (HSE)* www.hse.gov.uk/contact/faqs/manualhandling.htm

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

HEALTH AND SAFETY

Fire safety Emergency Evacuation

Policy Statement

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

Procedures

- The basis of fire safety is risk assessment. These are carried out by a 'competent person'.
- The manager has received training in fire safety sufficient to be competent to carry out risk assessment; This will follow the guidance as set out in the *Fire Safety Risk Assessment – Educational Premises* document.
- Our setting is in shared premises. Therefore we will ensure that we have had sight of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and practised regularly at least once every term and where there are operational changes to our practice.
- Records are kept by Preschool staff of the fire drills and the servicing of fire safety equipment is kept by church members.

Emergency evacuation procedure

- Children are familiar with the sound of the fire alarm through regular practice drills.
- All emergency exits are clearly identified. A designated member of staff quickly checks each area if it is safe to do so and ensures the building is evacuated.
- Staff move children quickly to a safe point. In the case of a real emergency this may be the front of the building or the piece of grass outside the rear entrance of the Baptist Church. In the case of practice drills, staff assemble the children against the wall by the back gate or if indicated, the front hallway.
- The session leader calls the register. All staff look out for individual children who may feel uncomfortable about saying their name. The session leader is responsible for collecting the register a mobile phone and emergency contact folder, which has contact details for each child and a key to the front door and back gate.
- A designated staff member takes responsibility for calling the fire brigade in the event of a real fire.
- Once all children are accounted for and if it is safe for us to do so, all staff and children are taken to a safe place, which could be the Town Hall. The clerk and Mayor have agreed that at any time we need to use the building in case of evacuation, it will be made available for us to keep the children safe. At least one member of staff will stay near to the church if possible.
- Parents are contacted and asked to collect their child from safe place as soon as possible.



Noah's Ark Preschool Policies and Procedures

HEALTH AND SAFETY

Fire safety and Emergency Evacuation

Our fire drill record book contains:

- Date and time of the drill.
- How long it took.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

Legal framework

- Regulatory Reform (Fire Safety) Order 2005
www.opsi.gov.uk/si/si2005/20051541.htm

Further guidance

- *Fire Safety Risk Assessment - Educational Premises* (HMG 2006)
www.communities.gov.uk/publications/fire/firesafetyrisk6

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Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

HEALTH AND SAFETY

Recording and reporting of accidents and incidents

(Including procedure for reporting to HSE, RIDDOR)

Policy Statement

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

Procedures

Our accident book:

- is kept safely and accessibly;
- is accessible to all staff and volunteers, who know how to complete it; and
- is reviewed to identify any potential or actual hazards.

OFSTED is notified of any serious injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.

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

Dealing with incidents

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

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

Our incident book

- We have ready access to telephone numbers for emergency services, including local police. As we are in shared premises, the Church Deacons are responsible for organising emergency repairs or for contacting the gas/electricity suppliers.
- We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.
- These incidents include:
 - break in, burglary, theft of personal or the setting's property;
 - an intruder gaining unauthorised access to the premises;
 - fire, flood, gas leak or electrical failure;
 - attack on member of staff or parent on the premises or nearby;
 - any racist incident involving staff or family on the our premises;
 - death of a child
 - a terrorist attack, or threat of one.



Noah's Ark Preschool Policies and Procedures

HEALTH AND SAFETY

Recording and reporting of accidents and incidents

(Including procedure for reporting to HSE, RIDDOR)

- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.
- In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed. The incident is recorded when the threat is averted. Please also see our lockdown policy
- In the unlikely event of a child dying on the premises, for example, through cot death or any other means, the emergency services are called, and the advice of these services are followed.
-

Analysing Data

- Each month we total up the number of incidents/accidents/existing injuries per child and keep a running total
- If we notice a pattern, there will be further investigations made – which could be suggesting eye test or doctors visit, ensuring more staff in the areas where most accidents happen.
- All children with a CP/CIN plan or LAC will be kept a close eye on and report made to the social worker as necessary.

Legal framework

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

Further guidance

- RIDDOR Guidance and Reporting Form
www.hse.gov.uk/riddor/index
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This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

HEALTH AND SAFETY

Food hygiene

(Including procedure for reporting food poisoning)

Policy statement

In our setting we provide healthy snacks and drinks for children. We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

We are registered as a food provider with the local authority Environmental Health Department.

Procedures

- All staff follow the guidelines of *Safer Food Better Business*.
- The person responsible for preparing snacks ensures the surfaces and all equipment used are clean before preparation starts.
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches are stored in a cool place.
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand washing and simple hygiene rules
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment such as blenders etc.

Reporting of food poisoning

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to OFSTED.

Legal Framework

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

Further guidance

- *Safer Food Better Business* (Food Standards Agency)
www.food.gov.uk/foodindustry/regulation/hygleq/hyglegresources/sfbb/sfbbcaterers

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

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Noah's Ark Preschool

Policies and Procedures

ADMINISTRATION

Admissions

Policy Statement

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

Procedures

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, in written and spoken form and, where appropriate, in more than one language. Where requested, we will try to provide information in Braille, or through British Sign Language. We will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.
- We arrange our waiting list in order of date of birth. In times of high demand, we allocate sessions with priority given to children who are starting school at the next intake.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We make our Equal Opportunities Policy widely known.
- Where possible, we are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in our group that provides stability for all the children.
- Liaise with other nurseries and pre-school providers to ensure that allocation of sessions to each child is fair and equal. (This policy clause will only be enforced when preschool places are limited within the area. This will be carried out by our manager, before admission.)

Rising Three's –

- We will accept children into Preschool when they are 2 years old, subject to parental wishes and availability of spaces – with priority always given to children starting school at the next intake. We will aim only accept a maximum of 8 children under the age of 3 per session to ensure that staffing ratios can be maintained for the older children and as we recognise that the needs of a 2 year old child can be very different to a 3 or 4 year old child. This may be reviewed and amended to up to 12 per session when demand leads this. Priority will always be given to children who are starting school at the next intake.

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool

Policies and Procedures

CHILD CARE PRACTICE

The role of the key person and settling-in

Policy Statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and our group is a happy and dedicated place to attend or work in. We encourage children to have a good relationship with all staff and accept that sometimes a bond may be formed with another adult within the group who may not be the child's keyperson.

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

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

The key person role is set out in the Welfare Requirements of the Statutory framework. Each setting must offer a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

- We allocate a key person before the child starts.
- The Manager is responsible for the induction of the family and introducing the key person. The Preschool leader and or key person is responsible for settling the child into our group.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person and all staff encourage positive relationships between children.
- Our Preschool leader/deputies are available at any time so children and parents have a key contact in the absence of the child's key person.

Settling-in

- Before a child starts to attend our group, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, and individual meetings with parents.
- During the half-term before a child is enrolled, we provide an opportunity for the child and his/her parents to visit the setting.



Noah's Ark Preschool Policies and Procedures

CHILD CARE PRACTICE

The role of the key person and settling-in

- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- Where necessary, we have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with staff; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left for a long time, after starting preschool. We believe that short regular sessions are vital to the child getting used to us and our routines. Length of sessions can be increased gradually to ensure the child is happy and confident, separating from their carer.
- We do not believe that leaving a child to cry excessively will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- Within the first six to eight weeks of starting we discuss and work with the child's parents to start to create their child's Learning Journey.
- For children who start at our group the term before the age of 3, we will review their progress and provide the parent or carers with a short progress check to identify the child's strengths and any areas where the child's progress is less than expected. This is called "the EYFS progress check at age 2". If there are any significant emerging concerns we will develop a plan, alongside help and advice from other professionals, to support the child's future learning and development. For children who attend our group, already aged 3 their keyperson will discuss any areas of concerns with the SENDCO, who will then follow our Supporting children with Special Educational Needs policy.

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool

Policies and Procedures

PARTNERSHIP

Parental involvement

Policy Statement

We believe that children benefit most from Early Years Education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early year's settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

'Parental responsibility' is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*

Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for raising queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.



Noah's Ark Preschool Policies and Procedures

PARTNERSHIP

Parental involvement

- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.
- Our TAPESTRY online learning journey system will allow parents to immediately access their child's learning journey and give permission for other important people to have access to the system – eg grandparents or childminders/other settings.

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

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children (Learning Journey)

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This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool

Policies and Procedures

PARTNERSHIP

Working in partnership with other agencies

Policy Statement

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

Procedures

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

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool Policies and Procedures

RECORD KEEPING

Children's records

Policy Statement

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality Policy and our procedures for information sharing and privacy statements for both parents and staff

Procedures

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

Developmental records

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports. From October 2015 we use TAPESTRY to record and assess children's progress and attainment. These are password protected and only authorised staff or people who have permission to access the child records can view the journals.

Personal records

- These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place.
- Parents have access, in accordance with our Client Access to Records policy, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except when it is in the child's best interest. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for at least 7 years after they have left the setting. These are kept in a secure place.

Other records

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on placement, when they are observing in the setting, are advised of our confidentiality policy and are required to respect it.

Legal Framework

- Data protection act 2018*
- Human Rights Act 1998*

Further guidance

- Information Sharing: Practitioners' Guide (DfES 2006)

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022



Noah's Ark Preschool

Policies and Procedures

RECORD KEEPING

Provider records

Policy Statement

We keep records for the purpose of maintaining our business. These include:

- Records pertaining to our registration.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records policy and Information Sharing policy.

Procedures

- All records are the responsibility of the Manager and officers of the management committee who ensure they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our OFSTED registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

Legal framework

- *Data protection act 2018*
- *Human Rights Act 1998*

This Policy was adopted at a meeting of Noah's Ark Preschool Committee

Held on7 December 2021..... **Review Date:** Autumn term 2022