



# St Georges Pre-school Policy Booklet

Parents are asked to read **all** the policies. If you are unsure or would like to ask any questions then feel free to speak to a member of staff. By enrolling your child in St Georges Pre-school you will be asked to sign an agreement stating that you will abide by all our policies and procedures.

## **PRE-SCHOOL POLICY DOCUMENTS**

Admissions Policy/Information sharing  
Behaviour Management Policy  
Child Protection Policy/escalation policy and flow chart  
First Aid Policy  
Complaints Procedure  
Equality and Diversity Policy  
S.E.N Policy Identification of children with Special Educational Needs (SEN)  
Equipment and Resources Policy  
Health and Safety Policy  
Lost Child Policy  
Policy for the collection of a child by an adult unknown by staff  
Uncollected Child Policy  
Policy on photographs of pre-school children  
Settling in Pre-School Policy  
Staffing and Employment Policy  
Student Placement Policy  
Outings policy  
Alcohol or Substance Abuse  
Transition Policy  
Assessment and Observation Policy  
Whistle Blowing Policy  
Bullying policy  
Pet/Lucy Policy  
Infectious illness/disease policy  
Facebook – photographs Policy  
Moving/Handling policy

## **ADMISSIONS POLICY**

### **Aim**

It is our intention to make our pre-school genuinely accessible to children and families from all sections of the local community.

### **Methods**

#### **In order to achieve this we will:**

1. Ensure that the existence of the pre-school is widely known to all local communities. We will place notices advertising the pre-school in places where all sections of the community can see them and if cost effective in the local news paper.
2. Arrange our waiting lists in order of date of birth, with special consideration given to siblings and those due to start school the following September.
3. Describe the pre-school and its practices in terms which make it clear that it welcomes fathers and mothers, other relations and carers, including childminders and people from all cultural, ethnic, religious and social groups, with and without disabilities.
4. We ensure that information about our pre-school is accessible - in written and spoken form - and, where possible, in different languages.
5. Monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
6. Make our equality and diversity policy widely known.
7. Be flexible about attendance patterns so as to accommodate the needs of individuals and family groups.
8. Parents/carers are encouraged to visit with their child shortly before admission is due, and should be prepared to stay with their child if necessary for the first session or two. We operate a flexible admissions procedure and where appropriate a child may attend for brief periods at first; gradually building up to a full session.
9. We hold the right to turn away families who have been abusive, put attending children at risk and refuse to pay fees owing. On application these risks will be assessed and discussed with all staff and a decision, benefiting every party involved, will be made.

## Information Sharing Policy

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

Legislation Underpinning this policy:

- Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)
- Data Protection Act 1998
- Human Rights Act 1998

Aim:

St Georges Pre-school recognises that parents have a right to know that the information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

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

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

The decision should never be made as an individual, but with the [back-up](#) of management. 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.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other		
1.3 Keeping safe	2.2 Parents as partners	3.4 The wider context	

Procedures

Our procedure is based on the 7 golden rules for information sharing as set out in Information Sharing: Guidance for Practitioners and Managers (DCSF 2008).

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies.

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

Within St Georges we ensure parents:

- receive information about our information sharing policy when starting their child in the setting and they sign a form to say that they understand circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult. This is on our [registration](#) form;
- have information about our Safeguarding Children and Child Protection policy; and
- have information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
- Seek advice when there are doubts about possible significant harm to a child or others.
- Managers contact children's social care for advice where they have doubts or are unsure.
- Share with consent where appropriate. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.

Guidelines for consent are part of this procedure.

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

At St Georges Pre-school we:

- record concerns and discuss these with the designated persons from the management committee for child protection matters. Record decisions made and the reasons why information will be shared and to whom; and
- follow the procedures for reporting concerns and record keeping.
  - Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.
  - Our Child Protection procedure and Record Keeping procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.

### Consent

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

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign a form at registration to say they understand this.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school.

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- Copies are given to parents of the forms they sign.

We consider the following questions when we need to share:

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

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

## **BEHAVIOUR MANAGEMENT POLICY**

### **Aim**

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

### **Methods**

#### **In order to achieve this:**

1. Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the pre-school and explained to all newcomers, both children and adults.
2. All adults in the pre-school will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
3. All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy.
4. Adults in the pre-school will praise and endorse desirable behaviour such as kindness and willingness to share.
5. We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

#### **When children behave in unacceptable ways:**

1. Physical punishment, such as hitting or shaking will be neither used nor threatened.
2. Children will never be sent out of the room unattended.
3. Techniques intended to single out and humiliate individual children, such as the 'naughty chair', will not be used.
4. Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern.
5. Where appropriate this might be achieved by a period of 'time out' with an adult present.
6. In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and the attitudes will be made clear immediately, but by means of explanations rather than personal blame and parents will be notified.
7. In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour, not the child, that is unwelcome.
8. Adults will not shout, or raise their voices in a threatening way.
9. Adults in the pre-school will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
10. Any behavioural problems will be handled in a developmentally appropriate fashion, respecting individual children's levels of understanding and maturity.
11. Any form of bullying will not be tolerated and will be dealt with immediately using sensitivity and complete confidentiality. The children involved will be spoken to regarding how bullying is unkind – in relation to their age and understanding. Parents will be informed and a meeting will be held if necessary. Monitoring of the situation will be undertaken by staff.
12. Recurring problems will be tackled by the whole pre-school, in partnership with the child's parents/guardians, using objective records to establish an understanding of the cause.
13. Adults will be made aware that some kinds of behaviour may arise from a child's special needs or change in circumstances.

14. We only use physical restraint, such as holding, 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 pre-school leader and are recorded. A parent is informed on the same day and signs a Physical Intervention sheet to indicate that he/she has been informed.

## **Safeguarding Policy**

### The Legal Framework

There is certain legislation and guidance that this policy needs to be based on:

- The Children Act 1989
- Data Protection Act 1998
- Sexual Offences Act 2003
- The Children Act (Every Child Matters) 2004
- What To Do If You're Worried A Child Is Being Abused 2006
- Safeguarding Vulnerable Groups Act 2006
- EYFS Statutory Framework 2012
- Working Together 2013

### **Aim of Policy**

At St Georges Pre-school all adults, whether employed or voluntary have a duty to safeguard each and every child who attends our setting. Our Safeguarding Policy will outline the necessary steps we will take to ensure the safety and welfare of all of our children and to make sure they are protected from harm.

### **Definition of terms**

Safeguarding: taking the necessary steps to protect children from harm and to ensure their safety.

Child Protection: part of the safeguarding of children, and is an activity undertaken to protect specific children who are suffering or are at risk of suffering significant harm.

### Contacts

Kerry Ambler – Child Protection Officer

Stephanie Sturdee – Child Protection Officer

Claire Small – Child Protection Officer

MASH (Multi-Agency Safeguarding Hub): If you are concerned about a child in Wiltshire and want to speak to someone, contact the MASH team on **Telephone:**0300 4560108 **Out of hours:** 0845 6070888. If you consider the incident to be an emergency call 999.

LADO (Local Authority Designated Officer):

LADOs - Nicholas Breakwell and Jeremy Fletcher 01225 713000

Secretary to LADOs – Louise Jefferies 01225 713682

### **Duty of Care**

At St Georges Pre-School we all have a responsibility and duty of care to:

- Protect children from ill-treatment and harm.
- Take reasonable steps to ensure children's health and development are never compromised.
- Ensure that children are able to grow up in circumstances that provide safe and effective care.
- Treat children with dignity and respect at all times.

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- Ensure that any child protection concerns are recorded and reported through the appropriate channels according to our procedures as outlined by the Wiltshire Safeguarding Children's Board, (WSCB).
- Safeguarding Procedures
- Staff and Volunteers

### **Recruitment**

At St Georges Pre-School we adopt tight and rigorous recruitment procedures to ensure that no disqualified or unsuitable people work at our setting or have access to the children. Applicants for posts within our Pre-School are clearly informed that all positions are exempt from the Rehabilitation of Offenders Act 1974. Posts are subject to references and checks by the Disclosure and Barring Service. This also applies to all those that volunteer at our Pre-School. Volunteers are not allowed ANY unsupervised access to children.

### **Staffing and Training**

We abide by Ofsted requirements and always make sure that we have appropriate staff to children ratios at all times: 1 member of staff for every 4 children for the supervision of 2-3 year olds, with 1 member of staff for at least every 8 children for the supervision of 3-4 year olds. Volunteers are not left alone with the children and will always be supervised by an employed member of staff.

All staff and volunteers are made aware of our safeguarding policies and procedures, as part of their training and induction to our Pre-School. Employed staff follow statutory requirements by undergoing training endorsed by the WSCB (Wiltshire Safeguarding Children's Board), and will update their training when required or sooner if they felt they needed to. They are trained to identify different forms of abuse: physical, emotional, sexual and neglect and how to deal with and report and record any concerns.

Only those staff with current DBS checks are allowed to enter the toilet areas with children and assist with toileting and nappy changing. Volunteers, including work experience people are asked to stay clear from the toilet areas.

### **Prevent abuse by means of good practice**

1. Adults will not be left alone for long periods with individual children or with small groups.
2. An adult who needs to take a child aside – for example, for time out behaviour which needs improvement or taking a child to the toilet – will leave the door ajar.
3. Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.

The layout of the playroom will allow constant supervision of all children

### **Security**

#### **Visitors and Pick Up-Time Arrangements**

Through our buzzer and keypad entry system we are able to 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. Visitors to the setting are always accompanied and are asked to sign in and out of our visitors' book. We ask parents to inform us of any changes to their child's pick up arrangements.

#### **Use of Photography and Videos**

Working with children may involve taking or recording images; it is a statutory requirement of the EYFS (Early Years Foundation Stage) to observe and assess all children as part of their learning and development.

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We ask all parents for their written consent to photograph their children; we must have parental consent for children to appear alongside other children in photos that may be used in other children's learning journeys and/or media such as websites or newspapers. Our staff are encouraged to be sensitive to any child who appears uncomfortable about being photographed and to respect their safety, privacy and dignity. Under no circumstances must cameras of any kind be taken into the bathrooms without prior consultation with the managers or supervisors. If photographs need to be taken in a bathroom, i.e. photographs of the children washing their hands, then the manager or supervisor must be asked first and staff be supervised whilst carrying out this kind of activity.

### **Responding to Suspicions of Abuse**

We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect. When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play. Staff may observe signs or signals that raise concerns, such as significant changes in behaviour, deterioration in general well-being, unexplained bruising, marks or signs of possible abuse or neglect. At St Georges Pre-School it is our duty to respond to any concerns regarding the health and welfare of a child. Staff are aware of the importance of raising any concerns they may have regarding the welfare of a child. Staff know that they must refer their concerns to one of the Safeguarding Leads and they will record details on our Safeguarding Incident Form, which is securely stored. Should we feel that any particular concerns need investigating we are aware that we must take immediate action and refer our concerns to the local authority MASH team, We understand that we must not investigate such concerns ourselves.

### **Recording Suspicions of Abuse and Disclosures**

A disclosure is where a child makes comments to a member of staff that gives cause for concern. Should this instance occur staff will:

- Remain calm and listen to the child, offer reassurance and assure them that they will take action.
- Take care not to influence the outcome of discussion during a disclosure by not asking questions.
- Make a written record, to be kept securely and confidentially, that forms an objective record of the observation or disclosure that includes:
  - the date and time of the observation or the disclosure;
  - the exact words spoken by the child as far as possible;
  - the name of the person to whom the concern was reported, with date and time;
  - and the names of any other person present at the time.

A disclosure from a child may prompt our staff to make an immediate referral to the local authority MASH team, as outlined above.

### **Informing Parents**

Positive relationships with our parents are important to us. Should we have any concerns regarding a child we would discuss these with the parents to gain their view of events unless we feel this may put the child in greater danger. We inform parents where we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern. Under the terms of section 47 of The Children's Act 1989, we do not need parental consent if a suspicion of abuse warrants a referral to the Local Authority MASH team. In these cases the social workers will inform the parents.

### **Confidentiality**

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All suspicions and investigations are kept confidential and shared only with those who need to know. Information can be shared with other agencies when it relates to the safety of a child, such as a disclosure of abuse, and is by no means a breach of the Data Protection Act 1998. 5

### **Allegations Against Staff**

We follow the guidance of the WSCB or Wiltshire Safeguarding Children's Board when responding to any complaint that a member of staff, or volunteer within the setting has abused a child. We respond to any disclosure by children or staff, that abuse by a member of staff or volunteer within the setting, may have taken, or is taking place, by first recording the details of any such alleged incident. We refer any such complaint immediately to the LADO or Local Authority Designated Officer to investigate. We also report any such alleged incident to Ofsted detailing the measures we have taken. We are aware that it is an offence not to do this. We would co-operate entirely with any investigation carried out by the Local Authority in conjunction with the police. Where the Local Authority agree it is appropriate in the circumstances, the staff member, whether employed or voluntary, would be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff member as well as children and families throughout the process.

### **Disciplinary action**

Where a staff member or a volunteer is dismissed from the setting because of misconduct relating to a child, we would notify the Independent Safeguarding Authority (ISA) of relevant information so that individuals who pose a threat to children (and vulnerable groups), can be identified and barred from working with these groups.

### **What are we protecting children from?**

In the context of this policy, when we talk about 'child protection' we do not mean preventing accidents (covered by our Health and Safety Policy) or making sure that a child's rights (principally as defined in the United Nations Convention on the Rights of the Child) are fully implemented. Instead we are referring specifically to the protection of children from abuse.

The British Council uses the definition of abuse commonly used by the World Health Organisation:

'Child abuse' or 'maltreatment' constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power'

### **Different Types of Abuse:**

#### Physical Abuse

Where someone physically hurts you. This can be:

- Hitting
- Kicking
- Pulling hair
- Pinching, scratching, shaking
- Giving someone too much or not enough medicine

#### Sexual Abuse

Someone making you do sexual things that might make you sad, angry or frightened. This can be:

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Being touched where you do not want to be touched, in your private parts  
Being made to touch other people in their private parts  
Undressing or having sex when you don't want to

### Emotional Abuse

When someone says things to you that hurt your feelings or scare you. This can be:

Calling you names  
Threatening you  
Laughing at you  
Treating you like a child  
Not letting you spend time with other people, or go out  
Ignoring you

### Financial Abuse

When someone takes your money or things. This can be:

Stealing your money or things  
Making you buy something you don't want to buy  
Using your money to pay for their things  
When you don't have a choice in how your money is spent  
When someone tells you that you have to give them your money or your home

### Neglect

Not giving you things that you need. This can be:

Not having your prescribed medicine when you need it  
Not being taken to the doctor if you are ill  
Being cold a lot of the time  
Being hungry a lot  
Only having dirty clothes to wear  
Not having your equipment when you need it (like hearing aids, walking frames, wheelchairs)

### Discrimination

When people are treating you unfairly because you are different. This could be:

Because of the colour of your skin  
Because of your religion  
Because of your sex  
Because of your age  
Because of your disability  
Because of your language  
Because of your sexual orientation

## **Escalation Policy**

### **Resolution of professional disagreements in work relating to the safety of children**

#### ***Introduction***

Occasionally situations arise when workers within the setting may feel that the decision made by a worker from another agency on a child protection or child in need case is not a safe decision. Disagreements could arise in a number of areas, but are most likely to arise around:

- Levels of Need
- Roles and responsibilities
- The need for action
- Communication

The safety of individual children is the paramount consideration in any professional disagreement and any unresolved issues should be addressed with due consideration to the risks that might exist for the child.

All workers should feel able to challenge decision-making and to see this as their right and responsibility in order to promote the best multi-agency safeguarding practice. This policy provides workers with the means to raise concerns they have about decisions made by other professionals or agencies by:

- a) avoiding professional disputes that put children at risk or obscure the focus on the child
- b) resolving the difficulties within and between agencies quickly and openly
- c) identifying problem areas in working together where there is a lack of clarity and to promote the resolution via amendment to protocols and procedures

Effective working together depends on an open approach and honest relationships between agencies.

Problem resolution is an integral part of professional co-operation and joint working to safeguard children.

Resolution should be sought within the shortest timescale possible to ensure the child is protected.

Disagreements should be resolved at the lowest possible stage however if a child is thought to be at risk of immediate harm discretion should be used as to which stage is initiated.

## ***Stages of the policy***

### Stage One

Any worker who feels that a decision is not safe or is inappropriate should initially consult a supervisor/manager to clarify their thinking in order to identify the problem; to be specific as to what the disagreement is about; and what they aim to achieve. They should also be able to evidence the nature and source of their concerns and should to keep a record of all discussions.

### Stage Two

Initial attempts should be taken to resolve the problem at the lowest possible level. This would normally be between the people who disagree. It should be recognised that differences in status and/or experience may affect the confidence of some workers to pursue this unsupported.

### Stage Three

If the problem is not resolved at stage two the concerned worker should contact their supervisor/manager within their own agency who should raise the concerns with the equivalent supervisor/manager in the other agency. The manager should also notify the Safeguarding Children's Board Manager (or equivalent), who will keep a record of all on-going disagreements.

### Stage Four

If the problem is not resolved at stage three the supervisor/manager reports to their respective operations manager or named/designated safeguarding representative. These two managers must attempt to resolve the professional differences through discussion. Safeguarding Children's Board Manager should be advised of any outcome.

### Stage Five

If it has not been possible to resolve the professional differences within the agencies concerned the matter should be referred to the Chair of the Local Safeguarding Children Board, who may either seek to resolve the issue direct, or to convene a Resolution Panel.

The panel must consist of LSCB representatives from three agencies (including the agencies concerned in the professional differences, where possible).

The panel will receive representations from those concerned in the professional differences and make a decision as to the next course of action, resolving the professional differences concerned.

## ***Timescales***

Some matters may be resolved very quickly, and this will be determined locally by the complexity of the issues. In all cases, the matter will be resolved as speedily as possible, and the primary focus will be on ensuring that the safety and welfare of the child concerned is assured whilst discussions take place.

### Additional Notes

At all stages of the process actions and decisions must be recorded in writing and shared with relevant personnel, to include the worker who raised the initial concern. In particular this must include written confirmation between the parties about an agreed outcome of the disagreement and how any outstanding issues will be pursued.

It may be useful for individuals to debrief following some disputes in order to promote continuing good working relationships.

## **FIRST AID POLICY**

### Rationale

It is a statutory requirement for an employer to make adequate First Aid provision for all employees. In St Georges Pre-school it is recognised that the provision should cover all staff, pupils and visitors.

### Aims

- To provide First Aid treatment where appropriate for all users of the school (with particular reference to pupils and staff).
- To provide or seek secondary First Aid where necessary and appropriate.
- To treat a casualty, relatives and others involved with care, compassion and courtesy.

### Guidelines

- To ensure that there are sufficient qualified First Aider(s) available to provide First Aid cover during the school day. (This will be achieved by all staff being first aid trained and a rota system used to make sure that there is a designated first aider named at all times. This person's name will be placed on the Parents notice board so that everyone is aware of who it is.)
- To ensure that First Aid information is readily available and that all users of the school are aware of the way in which to call for help.
- To ensure that First Aid kits for minor injuries are available for use throughout the school by all staff and that they are regularly maintained.

### Procedures

- There is a rota to ensure that a qualified First Aider(s) is in the setting and on call during the school day.
- Once informed of an incident the duty First Aider(s) will go to the casualty(ies) without delay and provide emergency care.
- Secondary aid will be sought if necessary and at the same time the parent/guardian (or other appropriate adult) will be informed.
- If an appropriate adult cannot accompany a casualty to hospital a member of staff will accompany him/her if this is deemed appropriate.
- All appropriate precautions will be taken by the support staff when cleaning up after an incident involving blood, vomit, etc..
- The First Aider(s) is responsible for recording in the incident record sheet of treatment given.

## **COMPLAINTS PROCEDURE**

### **Aim**

As an Ofsted Outstanding pre-school we aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each individual child and family and to provide a warm caring environment within which all children can learn in and develop as they play.

### **Methods**

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time.

### **Making concerns know:**

1. A parent who is uneasy about any aspect of the group's provision should first of all talk over any worries and anxieties with the pre-school leader.
2. If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parent should put the concerns or complaint in writing and request a meeting with the Pre-School leader and the owner of the group or the chair of the management committee. Both parents and the leader should have a friend or parent present in required and an agreed written record of the discussion should be made.

### **Most concerns should be resolved informally or at this initial stage.**

1. If the matter is still not sorted out to the parent's satisfaction, the parent should again contact the chair/owner.
2. If the parent and group cannot reach agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation. Staff or volunteers within the Pre-School Learning Alliance will be available to act as mediator if both parties wish it.
3. The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved.
4. The mediator will keep all discussion confidential. S/he will meet with the group if requested and will keep an agreed record of any meetings that are held and any advice s/he has given.

### **The role of the Registering Authority.**

In some circumstances it will be necessary to bring in Ofsted who have a duty to ensure laid down requirements are adhered to and with whom the Pre-School Learning Alliance works in partnership to encourage high standards. The registering authority would be involved if a child appeared to be at risk or where there seemed to be a possible breach or registration requirements. In these cases both parent and the Pre-School Learning Alliance fieldworker would work with Ofsted to ensure a proper investigation of the complaint, followed by appropriate action.

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 interests of the Pre-School and parents that complaints should be taken seriously and dealt with fairly and in a way which respects confidentiality.

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## **EQUALITY AND DIVERSITY POLICY**

### **Aim**

We believe that St. George's Pre-School should be open to all children and the all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with, our pre-school have an equal chance to do so.

We uphold a commitment to provide equality of opportunity to children and family groups. We work in accordance with all relevant legislation including:

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989 and 2004, 2006
- The Equality Act 2006
- Disability Discrimination Act (DDA) 1995, 2005
- Special Educational Needs and Disability Act 2001.

### **Methods**

Access to Play for Children of all Abilities

### **Admissions**

St. George's Pre-School is open to every family in the community. For further information please refer to our admissions policy.

We try and introduce children to various religious holidays, cultural festivals and observances. We have multicultural posters, dolls and toys around the pre-school setting to help children develop an understanding that the world is a multi-cultural, diverse place.

### **Employment**

1. The pre-school will appoint the best person for each job, subject to checks by the Criminal Records Bureau, and will treat fairly all applicants for jobs and all those appointed.
2. All job descriptions include a commitment to equality and diversity as part of their specification.

### **Families**

1. The pre-school recognises that many different types of family successfully love and care for their children.
2. The pre-school offers a flexible payment system for families with differing means.
3. Our aim is to show respectful awareness of all major events in the lives of the children and families in the pre-school, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

This policy was reviewed by: Mrs S. Sturdee ..... and Mrs K. Ambler ..... on the  
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## **Curriculum**

1. All children will be respected and their individual potential recognised, valued and nurtured.
2. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination.
3. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

## **Resources**

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

## **Special Needs**

1. The pre-school recognises the wide range of special needs of children and families in the community and will consider what part it can play in meeting these needs.
2. Identification of children with Special Educational Needs will follow our Special Educational Needs Policy
3. Planning for pre-school meetings and events will take into account the needs of people with disabilities.
4. Access to the pre-school is through the main St. Georges RC Primary School which will be addressing it accessibility for those with disabilities in line with current legislation. The pre-school will make reasonable adjustments in line with legislation as necessary.

## **Discriminatory Behaviour/Remarks**

These are unacceptable in our pre-school. The response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.

## **Food**

Medical, cultural and dietary needs will be met.

## **ACCESS TO PLAY FOR CHILDREN OF ALL ABILITIES –**

### **POLICY OBJECTIVES**

#### **Aim**

St Georges pre-school is committed to helping pre-schools provide quality for all children and families. St. George's Pre-School believes that no child, individual or family should be excluded from pre-school activities because the child has special needs or disabilities as defined by the Children Act 1989 and/or Education Act 1993.

#### **Methods**

##### **Curriculum**

1. The curriculum offered by our pre-school will help all children to become aware of the process of birth, growth and their own development, and within this context to have awareness of illness and disability.
2. The pre-school environment and resources will included positive images of children of all abilities
3. Our pre-school is open to every family in our community. If a child has a special need or disability, preparation for integration into the mainstream pre-school will be undertaken by the play leader in consultation with the parents or guardians. Detailed discussion will ensure that the specific needs of the individual child are known and arrangements are made to meet those needs.
4. If after discussion and assessment St Georges Pre-school cannot offer the best care for the individual child then help and support will be offered to find the most suitable place for the individual to get the most out of early years education.
5. St. George's Pre-school follows DfEE Code of Practice on the Identification and Assessment of Special Education Needs in five steps.
  - Step 1. Identify and discuss with parents and area of difficulty.
  - Step2. If progress is not made after a reasonable time, an Individual Educational Plan will be drawn up with specific activities to help the child.
  - Step 3. Parents will be encourages to seek further help form other professionals, e.g. GP, Health Visitor.
  - Step 4. A formal referral will be made to the Education Authority.
  - Step 5. A 'My Plan' may be put in place in consultation with the local authority.

##### **Support in the Pre-School**

1. These children may need one-to-one support:
  - a. Children who have a physical, or sensory, disability that makes the unable to negotiate the play space or play equipment.
  - b. Children who have severe learning difficulties.
  - c. Children who have a speech or language delay or a communication problem.
2. We will work with the parent to seek funding to provide this support and we will appoint a key worker to support the child in the pre-school, if there is no space for more adults and children within the setting then help will be offered to find a more suitable place that can meet the individual childs needs.

##### **Observation, Curriculum Planning and Record Keeping**

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With the one-to-one helper, we will ensure that the needs of the child are observed. We will formulate plans to facilitate the child's learning and keep a record of the child's progression. All this will be done in collaboration with parents.

### **Personal Care**

After discussion with the parents, any necessary personal care will be given to ensure the child's comfort while in the pre-school.

### **Diet and Medication**

We will record and administer any special diet or medication after discussion and agreement with the GP and parents and in collaboration with insurance guidelines.

### **Therapy and Liaison with Staff in Statutory Services**

We will make and maintain appropriate contact with therapists, education or social services staff or any other specialised workers as appropriate after discussion with parents.

### **Information and Parental Support**

1. We will take every opportunity to ensure that the parent of a child with special needs is welcomed and supported in the same manner as other parents.
2. We will support the parents in any way possible and develop our network to acquire the necessary information about the specific situations.

### **Staff Training and Support**

We will give paid, and unpaid, staff every opportunity to increase their knowledge and skills to ensure that they are able to:

- a. Develop a curriculum that enables all children to become aware of disability and illness.
- b. Work with children who have special needs and disability.

### **Meetings**

We will ensure that all families have equal opportunity to be involved in the running of the playgroup.

## Special Educational Needs

This policy represents the agreed principles for Special Educational Needs throughout St Georges Pre-school. All staff, representing St Georges Pre-school understand and have agreed to abide by this policy.

### **Definition of Special Educational Needs (SEN)**

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them”. As defined by the Code of Practice 2014 for those who have Special Educational Needs and disabled children.

### **Introduction**

This policy is in line with the Code of Practice 2014 and Equality Act 2010.

The Special Needs Coordinators (SENCO) is Stephanie Sturdee, Kerry Ambler and one of the supervisors is Claire Small.

### **The building is not accessible for wheelchair users.**

At St Georges pre-school we strive to provide a broad and balanced curriculum for all children for them to become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the nursery.

Where a child appears to be behind expected levels, or where a child’s progress gives cause for concern, practitioners should consider all the information about the child’s learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child’s needs. From within the setting practitioners should particularly consider information on a child’s progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Children may have Special Educational Needs either throughout or at any time during their nursery development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

### **Aims and objectives**

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The aims of this policy are:

- to create an environment that meets the Special Educational Needs of each child;
- to ensure that the Special Educational Needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's Special Educational Needs;
- to enable all children to have full access to all elements of the pre-schools curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.
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### **Educational Inclusion**

At St Georges pre-school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early year's practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

### **Special Educational Needs**

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Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

All our children are assessed when they join our pre-school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Co-ordinator (SENCo), the child's Key person will offer interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices. The Key person will keep parents informed and draw upon them for additional information. If the SENCo, Key person and parents feel that the child would benefit from further support, the SENCo will then take the lead in further assessments of the child's needs..

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Parents will be involved in the writing and review of each IEP.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the nursery by external support services. This may lead to 'additional' or 'different' strategies and external support outside of the nursery. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's nursery setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. The SENCo will start the procedures. A range of written evidence about the child will support the request.

Some children at St Georges Pre-school may have significant behaviour problems. Staff use a range of strategies for dealing with difficult behaviour, but some children may require further support. In these cases the SENCo, Key person, outside agencies and parents will create a Behaviour Management Plan, clearly outlining key targets for the child to work towards achieving, as well as the strategies and support being offered to the child. At this point advice would also be sought from external support services. These are reviewed every term.

### **Education Health and Care Plans (EHC)**

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment

Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

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- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

### **Common Assessment Framework (CAF)**

The CAF is a shared assessment and planning framework for the use across all children's services and all local areas in England. It aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. The CAF is aimed at children and young people with additional needs who have needs that are not being met by their current service provision.

At St Georges pre-school the SENCO and Assistant SENCO:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manages the responses to children's special needs;
- support and advise colleagues;
- oversee the records of all children with Special Educational Needs;
- act as the link with parents;
- act as link with external agencies and other support agencies;
- monitor and evaluate the Special Educational Needs provision.
- manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs;
- contribute to the professional development of all staff.

### **Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the nursery, including the provision for children with additional needs. We may apply with parental permission for Exceptional Needs Funding through Wiltshire County Council.

### **Assessment**

Early identification is vital. Nursery staff inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The staff and the SENCO assess and monitor the children's progress in line with existing nursery practices. This is an ongoing process.

The SENCO works closely with parents and Key person to plan an appropriate programme of support.

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The assessment of children reflects as far as possible their participation in the whole curriculum of the Nursery. The Key person and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Staff use a range of strategies to meet children's Special Educational Needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans (IEPs), which employ a small-steps approach, feature significantly in the provision that we make in the nursery. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the nursery situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

### **Partnership with parents**

At St Georges pre-school we aim to work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs.

We have termly meetings with parents to review the progress of their children against the targets set in the IEP and to set new targets for the next term. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

### **Pupil participation**

In our pre-school we encourage children to take responsibility and to make decisions. This is part of the culture of the nursery and relates to children of all ages and all abilities. The work in the pre-school recognises the importance of children developing social as well as educational skills.

### **Partnership with Area SENCO**

The Area SENCO helps make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling. Typically, the role of the Area SENCO includes:

- providing advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEN Code of Practice

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- providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN
  - strengthening the links between the settings, parents, schools, social care and health services
  - developing and disseminating good practice
  - supporting the development and delivery of training both for individual settings and on a wider basis
  - developing links with existing SENCO networks to support smooth transitions to school nursery and reception classes, and informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years
- The Area SENCO plays an important part in planning for children with SEN to transfer between early year's provision and schools.

### **Monitoring and Evaluation**

The SENCO monitors the movement of children within the Special Educational Needs system in the nursery. The SENCO provides staff with regular summaries of the impact of the policy on the practice of the nursery.

The SENCO draws up Individual Education Plans for children. The SENCO and the managers hold regular meetings to review the work of the nursery in this area.

The SENCO monitors the progress of children with Special Educational Needs termly and discusses findings with all staff and parents.

If you would like to discuss your child's special needs and support please talk to Stephanie Sturdee

## **EQUIPMENT AND RESOURCES POLICY**

### **Aim**

We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interest and aptitudes.

### **Methods**

We believe that high quality care and education is promoted by providing children with safe, clean attractive, age and stage appropriate resources, toy and equipment. To achieve this we will:

1. Provided play equipment and resources which are safe and where applicable conform to the BSEN safety standards of Toys (Safety) Regulation (1995).
2. Provide a sufficient quantity of equipment and resources for the number of children.
3. Provide resources which promote all areas of children's learning and development, which may be child- or adult-led.
4. Select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping.
5. Provide play equipment and resources which provide continuity and progression, provide a sufficient challenge and meet the needs and interests of all children.
6. Provide made, natural and recycled materials which are clean, in good condition and safe for the children to use.
7. Provide furniture which is suitable for children and furniture which is suitable for adults.
8. Store and display resources and equipment where children can independently choose and select them.
9. Check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end. Repair and clean, or replace any unsafe, worn out, dirty or damaged equipment.
10. Try to keep an inventory of resources and equipment. This will record the date on which each item was purchased and the price paid for it.
11. We will use the inventory to:
  - a. Review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development.
12. Provide adequate insurance cover for the Pre-School resources and equipment.
13. Plan the provision of activities and appropriate resources so that a balance of familiar equipment, resources and new challenges is offered.

## **HEALTH AND SAFETY POLICY**

### **Statement of intent**

St Georges Pre-school believes that the health and safety of children is of paramount importance. We make our Pre School a safe and healthy place for children, parents, staff and volunteers.

### **Aim**

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.

### **Methods**

In order to ensure the safety of both children and adults, the pre-school will ensure that:

#### **Children's Safety**

3. All children are supervised by adults at all times and will always be within sight of an adult.
4. A book is available at each session for reporting any accidents/incidents.
5. Regular safety monitoring will include checking of the accident and incident record.
6. All adults are aware of the system(s) in operation for children's arrivals and departures and an adult will be at the door during these periods.
7. Children will leave the group only with authorised adults.

#### **Outdoor Area**

1. Safety checks on premises both outdoors and indoors are made before every day/session.
2. Outdoor space is securely fenced.
3. Horse Chestnut tree is regularly inspected visually, especially after high winds, to ensure there are no hanging branches.
4. School maintenance staff informed if any branches are coming away from the tree.
5. No child will be allowed unsupervised access to the garden.
6. The children are regularly reminded to not put conkers near their mouths.
7. In the event of a child choking on a shell/conker, first aid should be administered as with any object obstructing the airway.

#### **Equipment/play area**

1. Equipment is checked regularly and any dangerous items repaired/discarded.
2. The layout and space ratios allow children and adults to move safely and freely between activities.
3. All resources and materials from which children select are stored safely.
4. All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

#### **Fire**

1. Fire doors are never obstructed.
2. Fires/heaters/electric points/wires and leads are adequately guarded.
3. All dangerous materials including medicines and cleaning materials are stored out of reach of children.
4. Children do not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials including matches.
5. Adults do not walk about with hot drinks or place hot drinks within reach of children.
6. No smoking is allowed in the setting.
7. Fire drills are held at least twice a term.
8. A register of both adults and children is completed as people arrive as that a complete record of all those present is available in any emergency.
9. A correctly stocked first aid box is available at all times.

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10. Fire extinguishers are checked annually and staff know how to use them.
11. Whenever children are on the premises at least two adults are present.
12. Large equipment is erected with care and checked regularly.
13. Activities such as cooking, woodwork and energetic play receive close and constant supervision.

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## Outings and visits

1. We have agreed procedures for the safe conduct of outings.
2. Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the Pre School.
3. Parents always sign consent forms before major outings.
4. A risk assessment is carried out before an outing takes place.
5. Our adult to child ratio is high, at least one adult to two children.
6. Named children are assigned to individual staff to ensure each child is individually supervised and to ensure no child gets lost and that there is no unauthorised access to children.
7. Outings are recorded in an outings record file stating:

- the date and item of outing
- the venue and mode of transport
- names of staff assigned to named children
- time of return
- risk assessments

8. Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, a snack and water. 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.
9. Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
10. Whenever private cars are used we will ensure that they have fully comprehensive insurance and are fitted with seat belts and car seats.
11. Manager/Owner/ Play leader to view all MOT and insurance certificates of named drivers for the outings. Declaration forms to signed to state that named drivers have adequate insurance cover.
12. If a small group goes out there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises.
13. Equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger/less mature children.
14. A list of contact names is made available in case of emergency.
15. Before any visit, outing, walk etc is carried out with the children a member of staff(minimum) will check the venue/activity. Additional adults (staff/parents) will be in attendance to ensure good adult/child ratios.
16. Walks: A senior member of staff will plan the route, check for anything which could be a hazard and amend the route is necessary. Before the activity is carried out a member of staff will do a further risk assessment. If it is considered no longer a suitable route the activity will be cancelled until a suitable alternative is found. Adult/child ratios will always be observed.
17. Local Outings: (i.e. Library, Fire Station, local shop) The rout will be planned and checked as per walk procedures and a risk assessment will be carried out on the venue. Adult/child ratios will be observed.
18. Day trips/Outings: Before any outing is planned a parent/committee member or member of staff will visit the intended venue to carry out a risk assessment and suitability check. If these are seen as good then the outing will be planned taking into account the means of transport required, usually coach travel. The coach company will be checked to ensure the vehicle is of good road worthy condition and that is has suitable seat belts and driver.
19. The venue for any outing is usually only considered after recommendation from parents, staff or other suitable professionals. Adults/child ratios will be observed.

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## Food

1. All snacks provided will be nutritious and pay due attention to children's particular dietary requirements.
2. When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet.
3. Staff that prepare and handle food receive appropriate training and understand - and comply with - food safety and hygiene regulations.
4. All food and drink is stored appropriately.
5. Adults do not carry hot drinks through the play area(s) and do not place hot drinks within reach of children.
6. Snack and meal times are appropriately supervised and children do not walk about with food and drinks.
7. Fresh drinking water is available to the children at all times.
8. We operate systems to ensure that children do not have access to food/drinks to which they are allergic

## 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.

### **The pre-school will observe current legislation regarding food hygiene, registration and training. In particular each adult will:**

1. Always wash hands under running water before handling food and after using the toilet.
2. Not be involved with the preparation of food whilst suffering from any infections/contagious illness or skin trouble.
3. Never smoke in the kitchen or any room storing food.
4. Never cough or sneeze over food.
5. Use different cleaning cloths for kitchen and toilet areas.
6. Ensure waste is disposed of properly and out of reach of the children. Keep a lid on the dustbin and wash hands after using it.
7. Wash fresh fruit and vegetables thoroughly before use.
8. Tea towels will be kept scrupulously clean and washed between each session.
9. All utensils will be kept clean and stored in a dust-free place e.g. closed cupboard or drawer.
10. Cracked or chipped china will not be used.
11. Ensure children wash their hands prior to cooking and after using the toilet.
12. We have a daily cleaning routine for the Pre School which includes play room(s), kitchen, rest area, toilets and nappy changing areas.
13. We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
14. The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
15. We implement good hygiene practices by:
  - cleaning tables between activities;
  - checking toilets regularly;
  - wearing protective clothing - such as aprons and disposable gloves - as appropriate

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- providing sets of clean clothes;
- providing tissues and wipes

### **Exercise**

Children will have the opportunity to play in the fresh air throughout the year (either in the pre-school's own outside play area or on outings to parks or other community play spaces)

### **Illness**

1. Parents are asked to keep their children at home if they have any infection, and to inform the pre-school as to the nature of the infection so that the pre-school can alert other parents, and make careful observations of any child who seems unwell.
2. Parents are asked not to bring into the pre-school a child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.
3. Cuts or open sores, whether on adults or children, will be covered with sticking plaster or other dressing.
4. The group will ensure that all members of staff know first aid procedures.
5. This is a list of notifiable diseases:
  - [Anthrax](#)
  - [Cholera](#)
  - [Diphtheria](#)
  - [Dysentery](#)
  - [Encephalitis](#)
  - [Hepatitis](#)
  - [Leprosy](#)
  - [Leptospirosis](#)
  - [Malaria](#)
  - [Measles](#)
  - [Meningitis](#)
  - [Meningococcal septicaemia](#)
  - [Mumps](#)
  - [Ophthalmia neonatorum](#)
  - [Paratyphoid fever](#)
  - [Plague](#)
  - [Poliomyelitis](#)
  - [Rabies](#)
  - [Relapsing fever](#)
  - [Rubella](#)
  - [Scarlet fever](#)
  - [Smallpox](#)
  - [Tetanus](#)
  - [Tuberculosis](#)
  - [Typhoid fever](#)
  - [Typhus](#)
  - [Viral haemorrhagic fever](#), including [Lassa fever](#) and [Marburg virus](#)
  - [Whooping cough](#)
  - [Yellow fever](#)

### **Medication**

This policy was reviewed by: Mrs S. Sturdee ..... and Mrs K. Ambler ..... on the .....

1. If possible, the child's parents will administer medicine. If not, then medication must be clearly labelled with the child's name, dosage and any instructions. Where local regulations require it, guidance will be sought from social services before other people other than parents agree to administer medicines. **ONLY PERSCRIPTION MEDICATION WILL BE ADMINISTERED.**
2. Written information will be obtained from the parent, giving clear instructions about dosage, administration of the medication and permission for a member of staff to follow the instructions.
3. All medications will be kept in a lockable cupboard.
4. A medication form will be available to log in: name of child receiving medication; times that the medication should be administered; date and time when medication is administered, together with the signature of the person who administered each dose.
5. With regards to the administration of life saving medication such as insulin/adrenalin injections or the use of nebulisers, the position will be clarified by reference to the pre-school's insurance company. (In the case of pre-school insured with Sun Alliance, this will be through the insurance Officer at the Pre-School Learning Alliance National Centre) Administration training will also be sought from a health care professional with the agreement from parents.
6. The pre-school will ensure that first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept in their packages until needed and expiry dates checked regularly.

### **Information Sources**

1. The pre-school will maintain links with health visitors and gather information and advice from the local health authority information services and/or other health agencies. These numbers are available on request and are also posted on the Parents Notice Board.
2. Parents will have opportunity to discuss health issues with pre-school staff and will have access to the above information available to the pre-school.

**Personal Hygiene** - To prevent the spread of infection, adults in the group will ensure that the following good practices are observed:

1. Hands washed after going to the toilet.
2. Children with pierced ears will not be allowed to try on or share each others earrings.
3. A large box of tissues will be made available and children will be encouraged to blow and wipe their noses when necessary. Soiled tissues will be disposed of hygienically.
4. Children encouraged to shield their mouths when coughing.
5. Individual towels available or paper towel used and disposed of appropriately.
6. Hygiene rules related to bodily fluids followed with particular care and all staff and volunteers aware of how infections, included HIV infection, can be transmitted.

### **Cleaning and Clearing**

1. Any spills of blood, vomit or excrement wiped up and flushed away down the toilet.
2. Rubber gloves always used when clearing up spills of body fluids. Floors and other affected surfaces disinfected using chlorine bleach diluted according to the manufacturer's instructions. Fabrics contaminated with body fluids thoroughly washed in hot water.
3. Spare laundered pants, other clothing available in case of accidents and polythene bags available in which to wrap soiled garments.
4. All surfaces cleaned daily with an appropriate cleaner.

### **Nappy Changing**

This policy was reviewed by: Mrs S. Sturdee ..... and Mrs K. Ambler ..... on the .....

1. If a nappy change is needed, the child will require privacy and their dignity respected, nappy changing will occur in the cloakroom, with the door to the main classroom closed.
2. Nappy changing will take place on a clean intact changing mat positioned on the floor to avoid any danger to the child falling.
3. The changer should ensure all equipment required is to hand.
4. The changers should wash their hands before and after each nappy change (including after the disposal of the nappy). And gloves will be used.
5. Appropriate protective clothing should be worn and fresh paper towels placed on the mat for each nappy change.
6. Creams and lotions should only be used when supplied by the parent/guardian, with a consent form filled in. Creams and lotions should never be used between children.
7. The changer should not use fingers to remove creams or lotions from the containers but a clean disposable spatula each time.
8. On completion of the nappy change, the nappy should be placed in an individual plastic bag (i.e. nappy sack) before putting them in a bin lined with a second plastic liner.
9. Any surface soiled or touched during nappy changing must be cleaned with a detergent solution followed by a disinfectant and then dried.
10. All surfaces cleaned daily with an appropriate cleaner.
11. The Nappy Changing form will be filled in and signed by the staff member who changed the child. This is stored in the child's individual file.

### **Electrical Equipment**

1. As there is no alternative other than have the fridge in the same room as the children the staff will ensure the child lock is used at all times.
2. As the fridge is only used to store milk and fruit the additional safety precaution of plastic milk cartons rather than glass has been taken.
3. The kettle bought May 2008 and there is a receipt to verify this and it is on the electrical equipment safety check list.
4. The kettle is not boiled when the children are in the room. It is boiled out of session times and warm water is kept for washing in a Thermos flask out of the reach of children.
5. The computer was donated by St Georges Primary Catholic School.
6. All equipment will be Pat tested according to regulations

## **Outings Policy**

Outings can be beneficial to enhance children's understanding and enjoyment of the curriculum, and to involve them in the wider local community. Safety, practicality and financial implications are always taken into account and the children's families are normally encouraged to join their children on these outings. Outings involving St Georges Pre-School children and staff are normally undertaken after a risk assessment has been completed. Outings will always require a written risk assessment.

Parents are notified of outings in good time and give written permission for their child to go on the outing. Parents are welcome to discuss any concerns they may have about an outing with St Georges Pre-school staff, children do not have to attend outings if parents prefer them not to. Proper Control must be exercised appropriate to the environment, nature of visit and children involved.

1. Play Leader to ensure that a Risk Assessment has been completed prior to the outing.
2. All parents/carers to be given consent form for each outing. Children will not be allowed on the outing if a consent form has not been completed and returned to Pre-School.
3. Parents to be made aware that there will be no Pre-School at St Georges Pre-School on days where an outing is planned.
4. Play Leader to ensure that the correct adult/child ratio is maintained at all times. Parents asked to accompany children if at all possible- children placed on list on first come first serve basis to calculate ratios.
5. Play Leader to ensure that Child Registration information including parent contact and emergency contacts, are taken.
6. Play Leader to ensure that pre-school mobile phone is charged, has credit and is taken on the outing.
7. Play Leader to ensure that First Aid Kit is taken.
8. When going by car, parents need to sign a consent form and a declaration: to make sure that their insurance has been contacted and that they are fully covered in the event of an accident.
9. Manager/Owner/ Play leader to view all MOT and insurance certificates of named drivers for the outings. Declaration forms to signed to state that named drivers have adequate insurance cover.
10. Staff will be travelling in separate vehicles so that all children will be travelling with a member of staff.
11. It is parents responsibility to provide a car seat for their child which adheres to British Law.

### Road Safety Policy as part of Outings Policy

**1.** In line with 'Every Child Matters', the safety of our children should always come first. Our most important priority is to prevent the death or injury of a child while in our care.

This policy was reviewed by: Mrs S. Sturdee ..... and Mrs K. Ambler ..... on the .....

2. If out and about with the children on **foot**, we will always prioritise walking safely.
3. If planning to transport the children by **vehicle**, we will always prioritise safety concerns, please see outings file for risk assessments.
4. We will work with our Local Authority to teach road safety by the **roadside** in line with Department for Transport best practice advice.
5. We will get involved in useful **awareness-raising initiatives** that promote road safety within our wider community, such as Road S

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## **LOST CHILD POLICY**

### **Aim**

The safety of children in our care is our first priority.

### **Methods**

In the extremely unlikely event that we should ever lose a child the following procedure will be put into place:

1. On discovering a child is missing we would keep the remaining children as calm as possible and sat down for an activity (story/song). This will allow the maximum number of adults to search for the missing child. A check would be made of the building and the surrounding area.

If the child is not found:

2. We would inform the child's parents being as sensitive and accurate as possible the child may have decided to walk home. If this is the case staff will discuss the route the child may have taken, with the parents, and follow it to see if they can find the child.
3. If the child is still not found the Police will be informed. If the Police need to be informed then Social Services will also be informed.
4. A full record of what happens will be taken by the Play leader or senior member of staff at the time. It will record:
  - a. Time child was noticed missing
  - b. What actions were carried out to find the child
  - c. What time others were informed
  - d. What information was passed on what was received when other people and agencies were informed?The staff will be mindful that they may be dealing with people who will be emotional, frightened and angry and that they themselves must try and remain calm and sensitive when dealing with this difficult situation.
5. Once the child is found staff need to remember that the child may have been frightened and will need comforting. All children will then be reminded of the setting rules which are there to prevent them becoming lost.

## **POLICY FOR THE COLLECTION OF A CHILD BY AN ADULT UNKNOWN BY STAFF**

### **Aim**

Ensure the safe and proper collection of children into the care of appropriate adults.

### **Methods**

In order for a child to only be collected by persons with parental/guardian authority, we (the Pre-School) will only release children to known authorised people. Even when the person is listed as giving permission to collect if we (the staff) are not familiar with that person we will be asking for a password:

1. The password will be decided by parents when enrolling to Pre-School. A copy will be kept with the child's registration form, and will only be accessible to staff and other suitable persons
2. To avoid embarrassment for all, we have asked parents to try and bring their authorised people along with them when dropping off or collecting their child from a session in order for the staff to meet them. We realise this is not always possible, and so we request they try to tell us in advance, preferably at the start of the session, that it may be someone other than themselves collecting.
3. In an emergency, when the parent (or one of their named persons) are unable to contact us, the child will only be released to an adult able to give us the password. In this instance we will try and contact those listed in the registration form prior to the child leaving.
4. If we are unable to contact anyone and we are not happy that the person attempting to collect the child has parental consent to do so (i.e. they are unaware of the password, cannot give us any other family details or have any identification to verify who they are) we will refer to the uncollected child policy.
5. The password should only be shared with those whom parents wish to collect their child. The password may not be required if the staff recognise the individual collecting the child.

## UNCOLLECTED CHILD POLICY

### Aim

The safety of children in our care is our first priority.

### Methods

We will stay with a child for as long as is reasonably acceptable. If for any reason a parent or nominated person (these must be listed on the Registration Form) cannot fetch a child at the agreed time then this procedure will be put into place.

**Parents should let the pre-school know, at the earliest opportunity, if they are going to be late and ensure the pre-school knows what they wish the staff to do.**

If a child is left with the staff at the end of a session and no notice has been given, then the following process will be put in place:

1. After 15 minutes we will start to contact the nominated people given on the Registration Form to see if somebody can collect the child. If someone other than the parents can collect the child we will ensure the parents know the whereabouts of their child.
2. If after 45 minutes of the session ending we still have the child then we will contact the local Police and take guidance from them on how to proceed. This will only happen if we cannot contact the nominated person and we have not heard from the parents.

## **POLICY ON PHOTOGRAPHS OF PRE-SCHOOL CHILDREN**

### **Aim**

As a record of activities children participate in we (the staff) would like to take photographs to record such events in agreement with the parents/guardians.

### **Methods**

1. Preschool may use a digital camera. In this instance no permanent record will be stored. Once prints are made they will be deleted from the computer and no other record will be held.
2. The photos will be used within pre-school i.e. on notice boards, in scrapbooks and occasionally on boards used to promote the Pre-School such as at St George's School open evenings, bazaars etc. We may wish to use group photos on our web page on St George's web site and / or our prospectus.
3. A child's name will never be displayed with a photo..
4. Occasionally we may ask local press to visit to publicise a specific event of activity and photographs will only be taken with the consent of the parent/guardian/carer.
5. Under no circumstances will photographs be distributed to third parties, electronically or otherwise.
6. No photographs or copies will be taken/displayed without parental permission.
7. Parents will be asked to sign giving permission, or otherwise on enrolment to Pre-School.

## SETTLING IN PRE-SCHOOL

### Aim

We accept new children at any time, subject to availability, and age.

### Methods

In order to make starting Pre-School as easy as possible, we ask parents to stay for sessions prior to starting, so that the child can see the daily routine, meet other children and become familiar with the room whilst having the security of their parent/guardian present. These initial visits are free, and parents are encouraged to make them. (This is especially important for those children who have not previously been away from their main carer)

1. During the initial visit we gather information about the child such as likes/dislikes, particular activities/toys that the child prefers. This is then used to help the child settle.
2. We encourage children to bring in 'comforts' from home which they can use as they feel necessary.
3. For older children, who may have transferred from another setting we will introduce them to the other children and ask them to be kind and help the other child find new things and show them what we do.
4. During these initial sessions we make observations (to include talking to the parent/child) regarding what toys/activities the like/dislike and what skills they are already showing. In this way we can see 'where the child is', although we realise that they may be less confident initially and therefore not necessarily demonstrating their full range of skills.
5. We are introducing welcome packs for children which will have pictures of the setting, the staff, toys and routines, enabling parents to have something to share with the children at home.

### Starting Pre-School

#### **For children under three (or those who have not previously been away from their carer) In line with PLA recommendations**

In the child's best interest we ask parents (carers, grandparents) to stay with their child for as long as needed. This allows the child an opportunity to become familiar with the setting, our routines and the staff whilst having the assurance of their parent there. Once the child demonstrates they feel safe with a key person we will ask parents to 'pop out' for a short time (20 minutes max). Once the child has built their secure base (i.e. built up a good trusting relationship with their key worker and able to cope with short separations) the length of separation will be increased until they are happy to stay for the whole session.

The length of this process will vary depending on the number of sessions attended and the child.

#### **For children who have transferred from other settings**

We ask parents to ensure they visit prior to starting and when this is not possible to stay for the first sessions.

## **STAFFING AND EMPLOYMENT POLICY**

### **Safer Recruitment Policy**

#### **Aim**

To Attract the best possible of the recruitment process that aims to:

- ~ Attract the best possible applicants to vacancies
- ~ Deter prospective applicants who are unsuitable for work with children.
- ~ Identify and reject applicants who are unsuitable for work with children.

#### **Inviting Applications:**

All staff/volunteers will be briefed on this policy before commencing a recruitment campaign.

All recruitment advertisements will include the statement:

‘St Georges Pre-school is committed to safeguarding children. All appointments are subject to a satisfactory enhanced Criminal Records Bureau disclosure.’

#### **Short Listing and References:**

Short listing of candidates will be against the person specification for the post.

All references (if possible) will be requested before the selection stage so that any discrepancies can be probed during the selection stage.

References will be sought directly from the referee and followed up telephonically.

Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies; a detailed note will be kept of these exchanges.

#### **The selection process**

Interviews will always take place ‘face to face’.

All job descriptions and person specifications will have reference to safeguarding.

#### **Candidates will always be required to:**

- Explain satisfactorily any gaps in employment
- Explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
- Declare any information that is likely to appear on a CRB disclosure;
- Demonstrate their capacity to safeguard and protect the welfare of children, young people and vulnerable adults.

#### **St Georges Pre-school and partners will always**

\* confirm the outcome of the interview to the applicant within one week

\* Give detailed feedback on the interview if requested by the applicant.

This policy was reviewed by: Mrs S. Sturdee ..... and Mrs K. Ambler ..... on the  
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## **Employment Checks**

All successful applicants are required to:

- Provide proof of identity
- complete a CRB disclosure application and receive satisfactory clearance.
- Provide actual certificates of qualifications
- Complete a confidential health questionnaire
- Provide proof of eligibility to live and work in the uk.

## **Induction and Probation**

Owner/Manager/Staff will ask new employees if they were asked safeguarding questions at interview and will remind them of their responsibilities.

All staff who are new to St Georges Pre-school (including work placements and parent volunteers will receive an induction that includes St Georges Pre-school's Safeguarding policies and guidance on safe working practices.

All new staff will be subject to a probation period which is set during interview process and stated in their contract.

Checks will also be in place during the probationary period to ensure safeguarding as been covered.

## **Employment/Volunteers**

### **Aim:**

To make sure that ratio is kept at all times and that staff and children are protected, happy and safe.

### **Methods**

In our pre-school:

1. We have at least one member of staff to each six children and more if there are younger children present.
2. Our key worker system ensures each child and family has one particular staff member who takes a special interest in them.
3. Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties.
4. We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both men and women, with and without disabilities, from all religious, social ethnic and cultural groups.
5. Some members of our staff hold the Diploma in Pre-School Practise or an equivalent qualification.
6. Regular in-service training is available to all staff, both paid and volunteer members, through the Pre-School Learning Alliance
7. Our Pre-School's budget includes an allocation towards training.
8. We support the work of our staff by means of monitoring/appraisals.
9. We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.

This policy was reviewed by: Mrs S. Sturdee ..... and Mrs K. Ambler ..... on the  
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## **STUDENT PLACEMENT POLICY**

We recognise that the quality and variety of work which goes on in a pre-school makes it an ideal place for students on placement from school and college childcare courses as well as those on the Diploma in Pre-School Practise or Tutor Fieldwork courses.

### **Methods**

Students are welcomed into the pre-school on the following conditions:

1. The needs of the child are paramount. Students will not be admitted in numbers which hinder the essential work of the pre-school.
2. Students must be engaged in a bona fide childcare course which provides necessary background understanding of children's development and activities.
3. Any information gained by the students about the children, families or other adults in the pre-school must remain confidential.
4. Students are not, under any circumstances, to be left alone with a child.

## Outings Policy

Outings can be beneficial to enhance children's understanding and enjoyment of the curriculum, and to involve them in the wider local community. Safety, practicality and financial implications are always taken into account and the children's families are normally encouraged to join their children on these outings. Outings involving St Georges Pre-School children and staff are normally undertaken after a risk assessment has been completed. Outings will always require a written risk assessment.

Parents are notified of outings in good time and give written permission for their child to go on the outing. Parents are welcome to discuss any concerns they may have about an outing with St Georges Pre-school staff, children do not have to attend outings if parents prefer them not to. Proper Control must be exercised appropriate to the environment, nature of visit and children involved.

1. Play Leader to ensure that a Risk Assessment has been completed prior to the outing.
2. All parents/carers to be given consent form for each outing. Children will not be allowed on the outing if a consent form has not been completed and returned to Pre-School.
3. Parents to be made aware that there will be no Pre-School at St Georges Pre-School on days where an outing is planned.
4. Play Leader to ensure that the correct adult/child ratio is maintained at all times. Parents asked to accompany children if at all possible- children placed on list on first come first serve basis to calculate ratios.
5. Play Leader to ensure that Child Registration information including parent contact and emergency contacts, are taken.
6. Play Leader to ensure that pre-school mobile phone is charged, has credit and is taken on the outing.
7. Play Leader to ensure that First Aid Kit is taken.
8. When going by car, parents need to sign a consent form and a declaration: to make sure that their insurance has been contacted and that they are fully covered in the event of an accident.
9. Staff will be travelling in separate vehicles so that all children will be travelling with a member of staff.
10. We insist on viewing all MOT certificates before parents are allowed to volunteer driving on outings.
- 10. It is parents responsibility to provide a car seat for their child which adheres to British Law.**

Road Safety Policy as part of Outings Policy

**1. In line with 'Every Child Matters', the safety of our children should always come first. Our most important priority is to prevent the death or injury of a child while in our care.**

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2. If out and about with the children on **foot**, we will always prioritise walking safely.
3. If planning to transport the children by **vehicle**, we will always prioritise safety concerns, please see outings file for risk assessments.
4. We will work with our Local Authority to teach road safety by the **roadside** in line with Department for Transport best practice advice.
5. We will get involved in useful **awareness-raising initiatives** that promote road safety within our wider community, such as Road Safety Week.

This policy was reviewed by: Mrs S. Sturdee ..... and Mrs K. Ambler ..... on the  
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## **Alcohol or Substance Abuse**

When working directly with children, staff, students, volunteers and visitors must not be under the influence of alcohol or any other substance.

In the event that it is suspected that anyone has arrived at work under the influence of alcohol or an illegal substance, they will be taken aside by the supervisor who will express concern to the individual of the suspected alcohol or substance abuse. If the individual admits there is a problem, they will be sent home immediately. On return to work, the individual will be appropriately disciplined following set disciplinary procedures. This is considered gross misconduct and could result in instant dismissal. If the supervisor is the person in question, the Deputy Supervisor should contact the Ofsted immediately and take appropriate action. Any visitors found to be under the influence will be excluded from our club and the matter referred to Ofsted.

If the individual denies any problem, they must be carefully monitored, and not left unsupervised with children. Ofsted will be contacted for advise if staff are still concerned.

If staff suspect that a parent collecting a child is under the influence of alcohol or an illegal substance, and that the child will be put at risk if released to the adult, they will express their concern, and if necessary contact the Police, and follow the Child Protection policy procedures.

## **Medication**

Staff, volunteers and students taking medication which may affect their ability to care for children should seek medical advice before working with children. The manager/supervisor should be informed of any other medication which may have cause for concerns.

This policy was reviewed by: Mrs S. Sturdee ..... and Mrs K. Ambler ..... on the  
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## **St Georges Pre-school Environmental Policy**

It is important for the Pre-School community to have an awareness and understanding of the effects of their actions upon the environment in which they live, work and relax. In order to do this, we need to take responsibility for our own actions and we need to have a sense of duty and care for the world in which we live.

The ways in which we will strive towards this goal is to Reduce the amount of materials we use and waste we produce, Re-use materials wherever possible, Restore what is deemed to have been destroyed and Respect our neighbours and our environment. By passing these values on to young children, I hope to start a new cycle of living 'green'.

### **Reduce**

#### **Energy**

- We will switch off lights when they are not in use.
- We will keep outside doors shut in cold weather.
- We will make sure we turn off taps when they are no longer needed.

#### **Paper**

We will reduce the amount of paper we use in our classrooms by:-

- Writing and printing on both side of the paper whenever possible.
- I am in the process of investigating the possibility of sending information electronically.

*In addition, we will have a waste paper box to enable us to re-cycle our paper.*

#### **Transport**

- We will continue to promote the walking bus.
- We will encourage staff to share transport when going on courses etc.

#### **Re-use**

#### **Gardening**

- Gardening waste will be put into the school compost bins.

#### **Donated materials including containers**

- St Georges Pre-school will try to find uses for donated materials. This may be to help with storage or for use in art.

This policy was reviewed by: Mrs S. Sturdee ..... and Mrs K. Ambler ..... on the .....

- Where uses cannot be found, we will endeavour to recycle it.

### **Paper**

- Paper will be re-used within the classroom.
- Display paper will be taken down carefully and re-used wherever possible.
- Paper will be used on both sides wherever possible.

### **Equipment**

- Outdated or unwanted equipment will be offered to others who might have a use for it.

### **Recycle**

At St Georges Pre-School, we recycle a range of materials on a regular basis. We have a central collection point situated in the area outside the school suite.

- Paper is collected in boxes. This will be collected on a regular basis by placed in the green paper recycling box on site.
- Aluminium cans and silver foil will be collected in labelled plastic bins.
- Cartridges from computer ink will be collected in a labelled bin.
- Mobile phones will be collected in a labelled bin and sent to ‘phones for schools’.

### **Restore**

- Children will be encouraged to return all living creatures to their original habitat.
- Areas disturbed by sport, by accident, or by malicious damage will if possible be restored to its original condition.
- Children will be encouraged to treat all school equipment with respect. Books and other equipment will be repaired wherever possible.

### **Respect**

- Our first and most important school rule is that we will respect one another. This rule will permeate all we do whether it is discussing global issues, welcoming people of different races, faiths, abilities, or dealing on a daily basis with each other.
- We will extend this respect to the environment and all living creatures.

### **St Georges Pre-school Transition Policy:**

*The key to smooth transitions for children is effective communication between child, parents and staff and the creation of a positive and supportive climate for both the parent and the child.*

This policy was reviewed by: Mrs S. Sturdee ..... and Mrs K. Ambler ..... on the .....

### Pre-nursery to Nursery

- ❖ Prior to starting St Georges Pre-school, parents are invited to bring their children for visits as necessary – see settling in policy for details.
- ❖ Each child will receive a ‘all about me book’ which is encouraged to be filled in together.
- ❖ On enrolling parents receive a Policy hand book which includes information on settling children in to nursery life. Meetings also take place between staff where they can talk together through the profiles and discuss particular aspects of the children’s development using on going observations.
- ❖ Parents are welcome to remain within the pre-school building as their child settles in.
- ❖ Children are allocated key worker of their own on starting at St Georges Pre-school.
- ❖ Photographs are taken on the first day and name tags, place mats and peg hooks are laminated and put up ASAP so the child has a sense of belonging and identity.
- ❖ Those children/families with English as a second language are encouraged to help create a welcoming environment, by teaching us word like hello, goodbye, counting to ten etc.
- ❖ Staff actively encourage the sharing of information with parents on a daily basis.
- ❖ Parents (and prospective parents??) are invited to attend any time. We have an open door policy.
- ❖ In the event of a child leaving, staff make available any appropriate pre-school or ante pre-school information to parents and/or staff of the new nursery or playgroup.
- ❖ Home visits will be looked into and where possible undertaken by play leader and or management.

*As children get ready to start primary school they need time to talk about any fears and anxieties they might have. Adults play a vital role in listening sensitively and helping to prepare them for this exciting and positive change.*

### Pre-school to Primary School

- ❖ Ad hoc trips to St Georges Primary School and its environs are made throughout the year.
- ❖ St Georges pre-school children may (at the discretion of staff) visit St Georges Primary School, and other primary schools in the area to observe special school events e.g. Harvest Thanksgiving Service, Nativity, appropriate theatre productions etc.
- ❖ School role-play activities are actively encouraged during the summer term.
- ❖ Prospective Primary 1 teachers from cluster schools visit in the spring or summer term. Opportunities are given to observe and meet prospective pupils. Opportunities are given to discuss these pupils with staff.
- ❖ All pre-school children who will attend local schools are given the opportunity to visit their new school. Staff are involved in the organization and management of this process, enabling all children to visit their designated local school.

## **Assessment and Observation Policy**

This policy covers the process of observation and assessment of children's learning.

### **AIMS**

- Observations written by all staff, will inform planning to meet individual needs. All staff are equally responsible for the observation and assessment of children who attend our setting.
- The named Key Worker will be responsible for ensuring that a child's learning journal is kept up to date and their progress recorded. All staff are to responsible for ensuring that all documents remain confidential.
- All observations and assessments will be available for parents at any time.
- Parents will be invited to regular (parent sharing afternoons) meetings to discuss their child's progress and make any comments in the individual learning journeys.
- Our records, whilst maintaining appropriate levels of confidentiality, are open to be seen, discussed and understood by relevant others, including parents and other professionals.
- Our records have a clear purpose in unifying and gathering together all information that will facilitate our aims. This involves the staff, as a whole, in planning to provide for the children's ongoing development, progress and education and also facilitates assessment, recording and reporting.
- Our records must be practical in that whilst they fulfil their purpose they must be as simple as possible to carry out and monitor.
- Our records should be positive in both focus and content as well as taking due regard to equal opportunities. They celebrate achievement by showing what children have attained and how they have progressed and what can be done to extend them.
- At St George's Pre-school, because of the way we organise the learning experiences for the children, we have agreed a specific format that addresses elements of formative and summative record keeping. This forms the child's main record at pre-school and is known as their 'learning journal' or 'scrap book'. This document has the principles of assessment for learning at its core and plays a central role in the school's planning/assessment cycle.
- A two year developmental check will be carried out on children who qualify. This will be written and one copy kept in their 'journal' and another will be given to parents. The check will include 'next steps'.

### **Observations of individual children**

1. Observations may be written by any member of staff, or by students.
2. They are used to gain a variety of information and form part of formative records.

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3. Observations can be carried out by students but if they wish to include them as part of their college work then confidentiality must be maintained so that no child or staff member can be identified.
4. Observations may be notes of a particular happening made because the staff involved believe it is of value.
5. The person who has made the observation will hand it over to the child's key worker.

**Types of Observation Carried out at St Georges Pre-school:**

1. Informal observation (usually observed from a photograph...a unique moment that does not necessarily feed into the planning)
2. Formal observation - summative (this occurs once a term and gives indications of where the child is in terms of development and wellbeing and feeds directly into the planning which is based on children's interests).
3. Achievements and next step forms (these go hand in hand and are completed termly or more often and directly influence planning so that planning can begin from child's interests).

Copies of all observations are available and will be stuck in the child's learning journals.

## **Whistle Blowing Policy:**

### **INTRODUCTION**

The staff and partners of St Georges Pre-school seek to run all aspects of pre-school business and activity with full regard for high standards of conduct and integrity. In the event that members of staff, parents, carers or the school community at large become aware of activities which give cause for concern, St Georges Pre-school has established the following whistle blowing policy, or code of practice, which acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion.

St Georges Pre-school is committed to tackling fraud and other forms of malpractice and treats these issues seriously.

St Georges is committed to creating a climate of trust and openness so that a person who has a genuine concern or suspicion can raise the matter with full confidence that the matter will be appropriately considered and resolved.

The procedure requires all employees to act responsibly to uphold the reputation of the school and to help maintain public confidence.

It is a procedure in which the owners will be expected to act swiftly and constructively in the investigation of any concerns in accordance with the school's disciplinary procedure.

This Whistle Blowing Policy is intended to encourage and enable employees to

raise serious concerns **within** the setting rather than overlooking a problem or blowing the

whistle **outside**, however if the issue is not dealt with then outside agencies should be alerted ie: Wiltshire Local Authority/LADO or OFSTED. Once the concern has been addressed and all parties concerned are happy then a strict policy of confidentiality must apply to all parties concerned.

Concern about a colleague's professional capability should not be dealt with using this procedure.

### **When might the whistle blowing policy apply:**

Staff have the right and individual responsibility to raise any matters of concern regarding poor practice at work.

Staff are responsible for safety and well being of all children attending the setting and this is priority over loyalty towards colleagues and parents.

General principles:

The policy is intended to;

- Encourage and enable individuals to raise genuine and legitimate concerns.
- Support staff to take an active role in the elimination of poor practice.
- Ensure concerns are appropriately investigated.
- Protect those making the complaint from victimisation or retaliation.

In addition to the whistle blowing policy, the setting has other policies and procedures covering discipline, grievance and complaints. This policy is intended to complement these, and to cover concerns that fall outside the scope of other procedures.

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The management/committee will investigate, promptly and thoroughly, all concerns raised in accordance with this policy, and will take appropriate action.

### **Confidentiality**

The management will do its best to protect a person's identity when a concern is raised, however in some circumstances identities will have to be revealed to the person complained against and the complainant may be asked to provide written or verbal evidence in support of their complaint.

If a person's identity is to be disclosed, he or she will be told before the disclosure and the reasons why the disclosure is necessary.

Having raised the concerns the management will expect the complainant not to talk about it to any other person, inside or outside the setting.

### **Anonymous complaints**

Concerns expressed anonymously, are much less powerful and harder to investigate, however they may be considered.

### **Untrue allegations**

If an allegation is made in good faith but it is not confirmed by the investigation, no action will be taken against the complainant. If, however, an allegation proves to be malicious, action may be taken against the person responsible for the malicious act.

### **How to raise a concern**

In the first instance, concerns should be raised with your immediate line manager.

Concerns are best raised in writing. You are invited to set out the background and history of the concern giving names (staff names will be used however names of specific children will not), dates and places where possible, and the reason why you are particularly concerned. The earlier you express your concerns the easier it is to take action. If you do not wish to put the allegations in writing, the person to whom you are making the complaint will make a written record of the interview and will ask you to sign to confirm accuracy of the notes taken.

Although you will not be expected to prove the truth about your allegations, you will be required to demonstrate that there are sufficient grounds for your concern.

You should NOT:

- Investigate the matter yourself.
- Accuse individuals.
- Tell anyone other than the designated persons (i.e. management).

Within a week of the receipt of your concern, you will receive a written acknowledgment of our concern, with a copy of your statement where appropriate.

The management/committee will investigate your concern and within 2 weeks you will be informed of what action is being taken and will be kept up to date on the progress of the investigation. You will also be informed of the outcome of any investigation. If you are not satisfied with the outcome of the investigation, you may elevate your concerns directly to the appropriate person within the Wiltshire Local Authority or to Ofsted.

Tel: 08456 404046, email [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk), LADO 01225 773500 or emergency number 08456070888.

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I, ..... Have read and agree to abide by the above policy.

Date:..... Sign:.....

Management sign:..... Date:.....

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## St. George's Pre-School

### Anti-Bullying Policy

#### Rationale

The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable.

Attitudes and practices can contribute to bullying, to lower levels of confidence, self-esteem and lack of achievement.

#### Aims

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour
- To take positive action to prevent bullying from occurring through a clear school policy on Behaviour
- To show commitment to overcome bullying by practicing zero tolerance
- To inform pupils and parents of the settings expectations and to foster a productive partnership, which helps maintain a bully-free environment
- To create an ethos within the setting which encourages children to disclose and discuss incidents of bullying

#### A definition of bullying

Bullying is violence. It can be physical, verbal or psychological. It is frequently perpetrated by an individual or group and directed against an individual or minority group. The victim is a person that suffers as a result as he /she lacks the necessary status, skill or resources to stop the behaviour. Part of the victim's distress is caused by anxiety about future attacks or threats.

Acts of bullying may include:

- *Physical acts:* Tripping, kicking, sending nasty notes etc.
- *Threats of physical harm:* "I'll get you after school".
- *Verbal acts:* Name calling/teasing/ridiculing.
- *Non verbal acts:* ignoring/not speaking to/leaving someone out.
- *Extortion:* Money/favours.
- *Isolating:* Bullies often have group support. Onlookers can be afraid to tell or interfere because they fear retaliation.

Within the setting

Staff are asked to:

- Be aware of glances, looks or sniggers, which may be a subtle form of bullying
- Create an ethos within the setting which encourages children to disclose and discuss incidents of bullying.

#### *Parental responsibility*

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- To take an active interest in the pre-school life of your child
- To report any sign of pre-school related distress in your child staff.
- To co-operate with the staff in the important matter of behaviour

*Procedures for dealing with an incident of bullying behaviour*

1. The staff should note all reports of bullying.
2. Serious cases i.e. cases which are more than a “one off” or cases which cause undue distress to the victim should be referred immediately to the Owner.
3. The Owner will then interview both the bully and parents and the victim and parents separately, in a calm and non-aggressive manner, listening to both sides.
4. The Owner will ensure that the victim is confident that s/he has done no wrong and make it clear to the bully how s/he is in breach of the pre-school’s behaviour code.
5. The owner will then investigate the matter fully, interviewing any staff or pupil witnesses.
6. Record incidents of bullying in incidents file.
7. Parents will always be notified.
8. Where bullying persists, a fixed period of exclusion may be considered.

*Conclusion*

It is the duty of all involved in the pre-school; owner/manager school staff, parents and pupils that we create a school climate that encourages respect, trust, caring, consideration and support for others. It is essential therefore that we address positively and firmly the issue of bullying, and follow strictly the guidelines and pre-school policy.

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## Puppy/Dog Policy – Lucy

### Policy statement:

St Georges Pre-school recognizes the benefits of having animals or reptiles in the classroom as part of the learning process. Lucy will be a pre-school pet as well as family pet. She will be attending puppy and young dog training courses.

### Policy Procedures:

The purpose of these guidelines is to provide information, which will promote safety for staff, parents, children and volunteers

- It is important that animals which are brought onto school are clean and healthy so that the risk of their transmitting diseases to students is minimal.  
Children tend to be more susceptible to parasites than do adults (lack of hand washing, more apt to put their hands in their mouths), therefore, animals which they handle should be well-groomed and free of internal parasites, disease, etc.
- Animals which are brought to school will be clean and free of external parasites such as fleas, ticks, and mites, to decrease the likelihood of the animal transmitting these vectors to the students.
- A record of Lucy's worming, vaccines and frontline will be kept.  
Verified rabies vaccination: Evidence of current rabies vaccination is required for all dogs, cats, and ferrets which are brought onto school property.
- Staff will be aware of any student allergies to animals, provided by parent input.
- Education with animals should be used to reemphasize proper hygiene and hand washing recommendations. All older children who handle animals are to be instructed to wash their hands immediately after handling them, younger children should be taken to wash their hands.
- It is not recommended that children be allowed to feed pets directly from their hands. Children are not to be "kissing" animals.
- Staff should report all scratches, bites, and other injuries, including allergies or illnesses in the incidents file as well as with parents.
- There should always be supervised care by a staff member competent in caring for animals.
- The animal should be away from the dining area during snack time.
- As a puppy needs plenty of undisturbed rest, a safe cage will be available.

### Handling and disposing of animal wastes:

- Clean up of animal wastes: Children are not allowed to handle or clean up any form of animal waste (feces, urine, blood, etc.). Animal wastes are to be disposed of IMMEDIATELY where children cannot come in contact with them, such as in a plastic bag or container with a lid or via the sewage system for feces and antibac used.

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## **Infectious illness/disease policy**

### Rationale

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. This includes teaching the children about good hygiene. We ask parents to work with us to limit the spread of illness to other children and members of the team.

### **Procedure for children with sickness or infectious disease**

We ask parents to inform a member of staff if their child has any illness, so that we can display a sign to inform parents, staff and visitors that we have had a case of that infection or illness in pre-school. This allows other parents to be on the lookout for the symptoms in their child. Children who are unwell with an infectious disease should NOT be at pre-school and they should NOT return until the risk of passing on the infection has passed.

Any child who is known to have suffered from sickness or diarrhoea in the previous 48 hours will not be allowed to attend pre-school.

Where there is a risk of an epidemic or pandemic in the community, we will at all times follow the advice of the Health Protection Agency, including closing the pre-school if necessary to prevent the spread of infection. If any child or adult at the Pre-school contracts a notifiable disease, we will inform Ofsted as required below

- the details of any serious accident, serious illness, injury to, or death of, any child in your care and the action you have taken in response. As a general rule serious accidents and injuries are those requiring treatment by a medical practitioner. Serious illnesses are normally notifiable diseases such as meningitis. They are not usual childhood ailments such as chicken pox
- details of any incident of food poisoning where two or more children cared for on the premises are affected

and follow the advice given by the Health Protection Agency:

### **Illness/Infection Exclusion Period for children**

Chicken Pox/Shingles - 5 days from onset of rash as long as spots are crusted over

Cold Sores (Herpes simplex) - None

Conjunctivitis - None (If there is an outbreak we will consider exclusion)

Diarrhoea and/or Vomiting including

Rotavirus/Norovirus/Gastroenteritis - 48 hours from the last episode, if as a result of illness or infection. (Also, after 2 or more loose stools in a nursery session, children are required to be sent home and may return 48 hours after the last episode)

Flu Until recovered fully enough to participate in nursery activities

German Measles (Rubella)\* 5 days from onset of rash

Glandular Fever None, however must be well enough to participate in nursery activities

Hand, Foot and Mouth Disease None, however must be well enough to participate in nursery activities

Head lice No official policy but please see below.

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Impetigo Until lesions are crusted or healed

Measles\* 5 days from onset of rash

Meningitis\* Until recovered (We will follow the instructions of the local Health Protection Unit)

Mumps\* 5 days from onset of swollen glands

Ringworm Until treatment has commenced

Scabies Until treatment has commenced

Scarlet Fever\* 5 days after commencing antibiotics

Slapped cheek None, however must be well enough to participate in nursery activities

Threadworm None

\* = Notifiable diseases

Please note this list is not exhaustive but contains the most common exclusions.

Parents should always seek advice from their GP or Accident and Emergency department regarding the specific symptoms of their child.

NHS Direct 0845 4647 [www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk)

### **Head Lice**

Although it is not official policy, we request that children with head lice do not attend pre-school until they have been successfully treated. The contagious nature of head lice means that it can rapidly spread among a class making it a far more difficult problem to eradicate than if it were isolated and treated in the initial stages. We ask parents to check their child's head regularly so that any outbreaks can be dealt with swiftly.

**Please note: If your child is being tested for a notifiable disease and you are awaiting the results your child is to be excluded from the pre-school until the results have been returned and the child is clear.**

## Facebook Policy and Procedure:

I recently attended an EYP (Early Years Professional) meeting in Salisbury. One of the points of discussion was Facebook pages for settings and its feasibility. I have researched this in depth and asked various ICT specialists. I think its a Great Idea, we will be able to update news, letters, photos of the day. It will be a good way for new parents and children to get updated on their morning as I can update it hassle free from my phone. For those of you who are familiar with Facebook you will already know that there are various privacy settings, these are more stringent (if applied correctly) than the website we use. I will only allow parents of children who attend the setting to access the site by becoming 'friends'. The privacy settings stand that only 'friends' will be able to see photographs, videos and updates. This is great as we can now upload videos for parents to see, as before I was not happy to do that with the website – as anyone can access them. I have consulted with my ICT specialist (JP Media) and together we have explored the privacy settings and they are at the highest and safest. If at anytime I feel Facebook changes or compromises these settings it is very easy for me to disable the group and delete all photos, videos and updates. I will ALWAYS put our children's safety first and will NEVER compromise this. At the same time, I am expecting parents to behave respectfully and to use it appropriately and not write 'rude, racist or offensive' things on the wall or as comments on the photographs. Saying that, I am also encouraging you to make comments, open discussions and get to know each other through the site. I have always had an open door policy, I am hoping this will be an extension to this. With technology being available and camera's linking directly to social networking sites this is a good way for us all to embrace the 21<sup>st</sup> Century.

Please come and chat to me and let me know your thoughts.

Our Facebook page is St Georges Pre-school Warminster, as to be a friend!!

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**St Georges Pre-school Policy and Procedures on use of Personal Mobile Phones within the setting.**

The pre-school accepts that employees will bring their mobile phones to work and as professionals the staff will be treated as such.

In an emergency, as a general rule, employees are permitted to make or receive calls during work time – within reason and as long as it does not impact their work.

In the event that an employee has a particular reason for a specified period of time, they may request via their manager that they leave their phone on ‘loud’ during working hours.

**Staff are not permitted to use personal recording equipment – including mobile phones, for example: to take photographs or videos of any staff/children within the setting. Any staff member found taking photographs on a personal recording device without permission will be found in breach of St Georges Pre-school Policy and will be immediately dismissed.**

I, ..... have read and agree to abide by these conditions.

Sign: ..... Date: .....

Manager/Owner Sign: .....  
Date: .....

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## Manual Handling Policy

As it is not possible to eliminate manual handling altogether, correct handling techniques must be followed to minimise the risks of injury. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the pre-school's manual handling policy.

Remember - lifting and carrying children is different to carrying static loads and therefore manual handling training should reflect this. All staff will receive training in manual handling as soon as possible after commencing employment and will receive ongoing training as appropriate.

### *Preventing injuries*

As with other health and safety issues, the most effective method of prevention is to eliminate the hazard – in this case, to remove the need to carry out hazardous manual handling. For example, it may be possible to re-design the workplace so that items do not need to be moved from one area to another.

However this is not possible for lifting children. Where manual handling tasks cannot be avoided, they must be assessed as part of the risk assessment. This involves examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

As part of a manual handling assessment the following should be considered:

- The tasks to be carried out
- The load to be moved (remember to think about the children moving at this point)
- The environment in which handling takes place
- The capability of the individual involved in the manual handling.

A number of factors increase the risk of manual handling injuries, and these should be considered and controlled. The following paragraphs offer a number of suggestions.

### *Correct lifting procedure*

#### *Planning and procedure*

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- If more than one person is involved, plan the lift first and agree who will lead and give instructions

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- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippy flooring
- Lighting should be adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.

*Carrying children*

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting
- Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally
- Wherever possible, avoid carrying the child a long distance
- Where a child is young and is unable to hold onto you, ensure you support them fully within your arms
- Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you
- If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing
- Students and pregnant staff members will be subject to their own risk assessment

*Position*

- Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself (or turn the load around) so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

### *Lifting*

Always lift using the correct posture:

- Bend the knees slowly, keeping the back straight  
Tuck the chin in on the way down
- Lean slightly forward if necessary and get a good grip
- Keep the shoulders level, without twisting or turning from the hips
- Try to grip with the hands around the base of the load
- Bring the load to waist height, keeping the lift as smooth as possible.

### *Moving the child or load*

- Move the feet, keeping the child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the child or load, reversing the procedure for lifting
- Avoid crushing fingers or toes as you put the child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

### *The task*

- Carry children or loads close to the body, lifting and carrying the load at arms length increases the risk of injury
- Avoid awkward movements such as stooping, reaching or twisting
- Ensure that the task is well designed and that procedures are followed
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying
- Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan ahead – use teamwork where the load is too heavy for one person.

### *The environment*

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- Remove obstructions and ensure that the correct equipment is available.

### *The individual*

- Never attempt manual handling unless you have been trained and given permission to do so
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.

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