



Policies and Procedures

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1. WELCOME

Welcome to Swanton Abbott Pre-School. We are a community-based village Pre-School, running in purpose built premises in the grounds of Swanton Abbott CP School, Youngmans Lane, Swanton Abbott and situated in a quiet corner of the village with parking. The room is well equipped with excellent facilities for children from the age of two years to school age. There is a large outdoor play area for the children to play freely inside or out, which are Ofsted regulated. We are a registered charity (Number: 1029343) and are run by a committee of parents/carers.

We follow the Danish Hygge approach (pronounced Hue-gah). It is all about living well. It focuses on being in the moment and embracing the feelings of warmth, simplicity and togetherness. We are also members of the Wanderlust nature study.

Your support on our regular fundraising activities will be very much appreciated. If you have any suggestions for fundraising please pass these on to the Chairperson, Chantelle Harrison News of these events and other information is passed onto parents via a parent's board notice board, Facebook and WhatsApp group.

ETHOS

- We will provide quality care and education for children from two years to school age.
- We will provide a happy, friendly and secure atmosphere where children can develop a good foundation on which to build physically, emotionally and socially.
- We will provide a stimulating environment where children may develop their individual potential, establish a good foundation on which to build intellectually and build resilience skills.
- We will develop each child's self-esteem and confidence in him/her together with a respect and caring consideration for others.
- We will enable each child to experience a happy and easy transition from home to school.
- We will educate and teach each child in accordance with the EYFS.

We are a fully inclusive practice and will do our very best to accommodate your child's needs.

If you have any questions please feel free to speak to either the Chairperson or the Manager who will be happy to help.

MEETING THE NEEDS OF PARENTS AND CARERS

Our Pre-School will listen to and respond to the views and concerns of parents and carers.

The Pre-School will keep them informed of our policies and procedures, including opening times, fees and charges and programmes of activities. The policies and procedures are updated regularly and are available on our website or a hard copy can be obtained at Pre-School.

The Pre-School will share and discuss their child's achievements, experiences, progress and friendships, along with any difficulties that may arise.

Parents/carers are the most important people in their children's lives and we endeavour to work alongside parents at every opportunity in the best interests of the child.

COMMITMENTS

Our Pre-School is committed to providing:

- Care and activities that put the needs and safety of children first.
- A programme of activities that is interesting, educational, stimulating and fun.
- Activities that promote each child's social, physical, moral and intellectual development.
- Access to a variety of facilities and equipment under safe and supervised conditions.
- A staff team that is experienced, well trained and properly supported.
- Services that meet the conditions of the Children Act 1989 and all other relevant childcare legislation, wherever they apply.
- An environment where no child is bullied or suffers discrimination in any form.

OFSTED REGISTRATION AND INSPECTION

As required by the Children Act 1989, we are registered with Ofsted. We are regularly inspected and a copy of the report is available upon request from the Chairperson. The reports are also available on the Ofsted website at www.ofsted.gov.uk.

The Pre-School meets all the required standards and is validated to offer government funded places. This entitles three and four year olds to free attendance of 15 hours per week. Two year olds are also entitled to free attendance if they meet certain requirements as set out by Norfolk County Council.

INSURANCE

The Pre-School carries full Public Liability Insurance, which is renewed annually and is constantly reviewed with the Pre-School Learning Alliance.

All equipment hired by the Pre-School is carefully checked for safety and insurance details are requested from the suppliers before the children use any equipment.

2. ADMISSIONS

At Swanton Abbott Pre-School we aim to make our setting accessible to and inclusive of children and families from all sections of the local community.

We care for children from the age of two years to school age.

The Early Education is offered within the national parameters:

- No session to be longer than 10 hours
- No minimum session length (subject to the requirements of registration on the Ofsted Early Years Register).
- Not before 6.00am or after 8.00pm.
- A maximum of two sites in a single day.

Government Funding for all children can be claimed the term after their 3rd birthday. Funding covers 15 hours per week which equates to 570 hours per annum. We are also able to offer working parents an additional 12 hours funding a week which equates to 456 hours per annum. It may also be possible for some families to claim funding for two year old children. (Please see the Fees and Term Dates policy for further information).

As part of the registration process we require parents/carers to complete and return both the admission form and the all about me form on or before the child's start date. Parents/carers are also required to provide documentation to evidence their child's date of birth. This is to confirm they have reached the eligible age for free entry. A copy will not be retained but may be requested again at a later date.

We ask for a £10 administration fee. This includes a Preschool T-shirt. (Please see our Fees and Term Dates policy for further information about our charges.)

Early Education is offered to families 39 weeks of the year. The funded hours can be claimed (to the maximum available):-

Monday - 9.00am to 3.00pm

Tuesday - 9.00am to 3.00pm

Wednesday - 9.00am to 3.00pm

Thursday - 9.00am to 3.00pm

Friday - 9.00 am to 3.00pm.

We also offer an early bird session starting from 7.45am each day.

We will work with parents to ensure that, as far as possible, the hours/sessions that can be taken as free provision are convenient to for parents' working hours.

Please refer to our Special Educational Needs and Disabilities (SEND) policy concerning the support on offer to a child and how we support families to choose the right setting for their child with SEND.

We aim to identify all children that may attract any additional funding such as EYPP, DAF, SEND Inclusion Fund and any locally available funding streams with a view to submit a claim/application to support and improve their outcomes.

The admission policy is issued to all families a part of the registration process. It is also available via our webpage and upon request.

3. COMMITTEE

The Pre-School is run by a committee made up of parents and carers. The committee comprises a Chairperson, Secretary and Treasurer and a minimum of four other committee members.

The committee is responsible for making decisions regarding the running of the Pre-School as well as organising fundraising events. The committee meet once each half term. It is a rewarding and enjoyable role and something that will look good on your CV!

Any parents/carers interested in joining the committee should speak with the chairperson or a member of staff who will be happy to provide further information.

4. STAFFING

Our setting is managed by parent committees which are responsible for employing and supervising the staff. Voluntary helpers and student placements. Our committee acts on behalf of all the parents and are elected at the Annual General Meeting. Committee members are obliged to look after the interests of the families and are answerable to the families for their actions. Committee members are collectively responsible for the activities of the committee in the eyes of the law. Voting members of the committee are not paid for their work, although they can receive expenses.

POLICY

We seek to promote equality of opportunity and to eliminate discrimination as defined under the terms of the Race Relations Act, Equal Pay Act, Sex Discrimination Act and the Disability Discrimination Act, in all our employment procedures and practices.

We are committed to ongoing personal learning and development for everyone involved in the work undertaken. We will take account of cost, timing, family responsibilities, cultural requirements, gender and age sensitivities, potential physical barriers in the built environment, or attitudes of others to personnel with different abilities.

PROCEDURES

- We will advertise all vacant posts internally and externally to reach as wide a circulation as possible.
- Applicants will be given a clear, concise and accurate information about the posts through advertisements in order to enable them to assess their own suitability.
- Language used will not deter any potentially disadvantaged applicant from applying. Advertisements and publicity on recruitment will state that we are working towards being an equal opportunity employer.
- Interview panels will be fully aware of our commitment to equality of opportunity in our employment practices.
- On appointment, staff will have appropriate qualifications and experience for their positions, and will be assessed to identify relevant continuation training and development.
- Induction training will be undertaken and all new staff will be provided with an employee pack within the first two weeks of employment.
- All staff will have an annual review, where they will also be invited to discuss their training and development needs. Identified training and development needs will be recorded for recommendation to be discussed by those responsible for funding.
- We will always have at least two members of staff present in the room when children are present.
- We will always have a minimum of one adult to eight children for 3-5 year olds and one adult to four children for 2 year olds. (unless directed otherwise by Early Years Directorate).
- We will have regular meetings to review our programme, plan future activities and monitor children's progress.
- We will ensure at least 50% of staff present at all times have an appropriate level 2 qualification, where this is not the case have an action plan to show how we intend to achieve this.
- We will investigate ways to enable staff to access National Vocational Qualifications in Early Years Care and Education.

QUALIFICATIONS, EXPERIENCES AND SAFETY CHECKS

The Manager and all staff (including students and volunteers) will be suitably qualified, have relevant experience and have undergone full Disclosure and Barring Service (DBS) checks.

The Pre-School will not employ staff or volunteers that have been convicted of an offence or have been the subject of an order that disqualifies them from registration under regulations made under schedule 9A of The Children Act 1989. DBS checks will be updated every three years.

No person who has not received full a DBS check, but who is on the premises (such as a member of staff awaiting registration clearance) will be left alone with a child.

The Manager will have at least an NVQ Level three qualification appropriate to the post, along with at least two years experience of working in a day care setting.

We currently have the following members of staff at our Pre-School:

Manager: Sarah Webb- NNEB diploma. Level 3.

Deputy Supervisor: Julie White-National diploma childhood studies. Level 3

Practitioner : Owen Willer - NFCE cache level 3 diploma for early years workforce.

Administrator: Melissa Ford.

All staff have up to date DBS checks

STAFF APPRAISAL AND SUPERVISION

The main objective of the Pre-School's appraisal and supervision system is to review employees' performance and potential and to identify suitable and appropriate training and development needs.

Appraisals will take the form of annual meetings between the Committee, Manager and staff. They will be used to identify current knowledge, skills, areas for future development and potential training needs.

Supervision enable continued support for our employees and take the form of regular discussions between staff and the Manager or Chairperson, and will be an opportunity for reflecting on recent professional progress, as well as the targets set and issues raised during appraisals.

5. SAFER RECRUITMENT

ETHOS

The safe recruitment of staff in Early Years settings and schools is the first step to safeguarding and promoting the welfare of children in education. Swanton Abbott Pre-School is committed to safeguarding and promoting the welfare of all children in its care. As an employer, the school expects all staff and volunteers to share this commitment.

In line with recent legislation including the Children Act 2004, Safeguarding Children and Safer Recruitment in Education Guidance DfES/04217/2006 and the Safeguarding Vulnerable Groups Act 2006 the school takes very seriously its duty of care for all children. In order to help safeguard and promote the welfare of all its children we are committed to a thorough and consistent Safer Recruitment Policy.

AIMS AND OBJECTIVES

The aims of the Safer Recruitment policy is to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them by having appropriate procedures for appointing staff.

The setting has a principle of open competition in its approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process should ensure the identification of the person best suited to the job at the setting based on the applicant's abilities, qualification, experience and merit as measured against the job description.

The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation.

If a member of staff involved in the recruitment process has a close personal or familial relationship with an applicant they must declare it as soon as they are aware of the individual's application and avoid any involvement in the recruitment and selection decision-making process.

This policy's objectives are to operate this procedure consistently and thoroughly while obtaining, collating, analysing and evaluating information from and about applicants applying for job vacancies at Swanton Abbott Pre-School.

ROLES AND RESPONSIBILITIES

It is the responsibility of the committee to:

- Ensure the school has effective policies and procedures in place for recruitment of all staff and volunteers in accordance with DCSF guidance and legal requirements.
- Monitor the school's compliance with them.

It is the responsibility of the Manager to:

- Ensure that the setting operates safe recruitment procedures and makes sure all appropriate checks are carried out on all staff and volunteers who work at the setting.
- To monitor contractors' and agencies' compliance with this document.
- Promote welfare of children and young people at every stage of the procedure.

RECRUITMENT AND SELECTION PROCEDURE

Advertising

To ensure equality of opportunity, the setting will advertise all vacant posts to encourage as wide a field of applicant as possible, normally this entails an external advertisement.

Any advertisement will make clear the school's commitment to safeguarding and promoting the welfare of children.

All documentation relating to applicants will be treated confidentially in accordance with the Data Protection Act (DPA).

Application Forms

Swanton Abbott Pre-School uses its own application form and all applicants for employment will be required to complete an application form containing questions about their academic and full employment history and their suitability for the role (in addition all applicants are required to account for any gaps or discrepancies in employment history).

The application form will include the applicant's declaration regarding convictions and working with children, and will make it clear that the post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. CVs will not be accepted.

All applicants will be made aware that providing false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and Ofsted.

Job Descriptions

A job description is a key document in the recruitment process, and must be finalised prior to taking any other steps in the recruitment process. It will clearly and accurately set out the duties and responsibilities of the job role.

References

References for short listed applicants will be sent for immediately after short listing. The only exception is where an applicant has indicated on their application form that they do not wish their current employer to be contacted. In such cases, this reference will be taken up immediately after interview and prior to any formal offer of employment being made. Two professional/character

references must be provided. These will always be sought and obtained directly from the referee and their purpose is to provide objective and factual information to support appointment decisions. Any discrepancies or anomalies will be followed up. Direct contact by phone or face-to-face will be undertaken with each referee to verify the reference.

The Pre-School does not accept open references, testimonials or references from relatives.

Interviews

There will be a face-to-face interview wherever possible, and the same panel will see all the applicants for the vacant position. The interview process will explore the applicant's ability to carry out the job description and meet the person specification. It will enable the panel to explore any anomalies or gaps have been identified in order to satisfy themselves that the chosen applicant can meet the safeguarding criteria (in line with the NCSL Safer Recruitment Training).

Any information in regard to past disciplinary action or allegations, cautions or convictions will be discussed and considered in the circumstance of the individual case during the interview process.

At least one member of any interviewing panel will have undertaken safer recruitment training or refresher training as applicable.

All applicants who are invited to an interview will be required to bring evidence of their identity, address and qualifications. Original document will only be accepted and photocopies will be taken. Unsuccessful applicant documents will be destroyed following at the end of the recruitment programme.

OFFER OF APPOINTMENT AND NEW EMPLOYEE PROCESS

The appointment of all new employees is subject to the receipt of a satisfactory DBS Certificate, references, medical checks, copies of qualification and proof of identity. A personal file checklist will be used to track and audit paperwork obtained in accordance with the NCSL Safer Recruitment Training. The checklist will be retained on personal files.

The Rehabilitation of Offenders Act 1974

The Rehabilitation of Offenders Act 1974 does not apply to positions which involve working with, or having access to pupils. Therefore, any convictions and cautions that would normally be considered 'SPENT' must be declared when applying for any position at Swanton Abbott Pre-School.

DBS (Disclosure and Barring Service) Certificate

All staff at Swanton Abbott Pre-School requires an enhanced DBS Certificate and therefore a DBS Certificate must be obtained before the commencement of employment of any new employee that will come into contact with our children.

It is the School's policy to re-check employee's DBS Certificates every three years and in addition any employee that takes leave for more than three months (ie: maternity leave, career break etc.) must be re-checked before they return back to work.

Members of staff at Swanton Abbott Pre-School are aware of their obligation to inform the Manager or Administrator of any cautions or convictions that arise between these checks taking place.

Portability of DBS Certificates Checks

Staff are required to join the DBS Update Service for a fee of £13 per annum, which is payable by the member of staff.

Dealing with convictions

The school operates a formal procedure if a DBS Certificate is returned with details of convictions. Consideration will be given to the Rehabilitation of Offenders Act 1974 and also:

- the nature, seriousness and relevance of the offence;
- how long ago the offence occurred;
- one-off or history of offences;
- changes in circumstances,
- decriminalisation and remorse.

A formal meeting will take place face-to-face to establish the facts with the Manager. A decision will be made following this meeting.

All applicants invited to attend an interview at the school will be required to bring their identification documentation such as passport, birth certificate, driving licence etc. with them as proof of identity/eligibility to work in UK in accordance with those set out in the Immigration, Asylum and Nationality Act 2006 and DBS Code of Practice Regulations.

In addition, applicants must be able to demonstrate that they have actually obtained any academic or vocational qualification legally required for the position as claimed in their application form.

Medical Fitness

Anyone appointed to a post involving regular contact with children must possess the appropriate level of physical and mental fitness before any appointment offer is confirmed. All applicants are requested to complete a medical questionnaire and where appropriate a doctor's medical report may be required.

Overseas checks

All new employees where persons have lived outside the UK are subject to additional checks in accordance with Immigration, Asylum and Nationality Act 2006.

In addition, applicants who have lived/travelled abroad for more than 3 months will need to obtain a police check from the relevant Country.

Induction Programme

All new employees will be given an induction programme which will clearly identify the setting's policies and procedures, including the Safe Guarding Policy, and make clear the expectation and codes of conduct which will govern how staff carry out their roles and responsibilities.

Single Centralised Register of Members of Staff

In addition to the various staff records kept in school and on individual personnel files, a single centralised record of recruitment and vetting checks is kept in accordance with the DfES requirements. This is kept up-to-date and retained by the Manager. The Single Centralised Register will contain details of the following:-

All employees who are employed to work at the setting;

all employees who are employed as supply staff to the school whether employed directly or through an agency;

all others who have been chosen by the setting to work in regular contact with children. This will cover volunteers, committee members and people brought into the setting to provide additional teaching or instruction for children but who are not staff members.

The Chairperson will be responsible for auditing the Single Centralised Register and reporting his/her findings to the full committee.

Record Retention / Data Protection

Swanton Abbott Pre-School will retain all interview notes on all applicants for a period of 6 months, after which time the notes will be destroyed. The 6 month retention period is in accordance with the Data Protection Act 1998 and will also allow the school to deal with any data access requests, recruitment complaints or to respond to any complaints made to an Employment Tribunal.

All information retained on employees is kept centrally in the office in a locked and secure cabinet.

Ongoing Employment

Swanton Abbott Pre-School recognises that safer recruitment and selection is not just about the start of employment, but should be part of a larger policy framework for all staff. The setting will therefore provide ongoing training and support for all staff, as identified through the supervision/appraisal procedure.

Leaving Employment at Swanton Abbott Pre-School

Despite the best efforts to recruit safely there will be occasions when allegations of abuse against children and young people are raised. In cases relating to the behaviour of an employee (these behaviours are within the context of four categories of abuse (ie: physical, sexual and emotional and neglect) the Pre-School's Disciplinary Policy will apply.

In cases of dismissal (or resignation) due to the above behaviour, Swanton Abbott Pre-School will inform the DfES and the Children's Safeguarding Unit of the circumstances why the employee is leaving Swanton Abbott Pre-School's employment.

6. STAFF DEVELOPMENT AND TRAINING

Staff are our Pre-School's most valuable resource, as it is only through their commitment and effort that good quality provision can be both established and maintained. We are therefore committed to providing good training and development opportunities for staff so that they are able to perform their roles both efficiently and effectively.

The Pre-School recognises that regular training and monitoring of professional development is important for all staff. Staff development and training is vital because it allows staff to keep up to date with current thinking and practice about both play and child development issues. Additionally, well-trained and motivated staff, a Pre-School is better able to meet the diverse and complex needs of children within the local community.

The Pre-School is committed to providing for staff:

- A full induction process.
- A regular system of supervision meetings.
- An up to date record of staff qualifications and training.

This will help to ensure that staff development needs are being met and that staff training and qualifications are meeting the requirements of the Pre-School and the National Standards.

STAFF INDUCTIONS

New members of staff will be issued with a job description and asked to read the Pre-School's policies and procedures on the website. Staff will also undergo an induction process during the first month of their employment and are supported by all staff.

As part of the induction, the manager will discuss and talk through everyday practices of the Pre-School. These will include:

- Showing new staff around the premises, pointing out all fire exits, toilets and areas such as the staff room, kitchen and office.
- Explaining staff shifts, breaks and all aspects of the day to day management and running of the Pre-School.
- Introducing the new member of staff to their colleagues, children and parents/carers where appropriate.
- Pointing out the practical implications of the Pre-School's policies and practices, including how they relate to the Pre-School's obligations under the National Standard.
- Explaining safeguarding protocol; all staff will be required to sign to confirm they have read and understood the safeguarding policy.
- Providing new staff with a code of conduct.
- Discussing health and safety and requiring staff to complete a health declaration to ensure the Pre-School can meet any requirements.
- Explaining the Pre-School probation period.

STAFF MEETINGS

There will be weekly staff meetings for discussing any safeguarding issues, information sharing and acknowledging work issues. These are also opportunities for staff to reflect on their work and

discuss any issues. It is also an opportunity for all the staff to be together and plan activities for meeting the children's needs.

PERSONAL DEVELOPMENT PLANNING

Personal development Planning is a continuous process to ensure that staff needs are both identified and acted upon as they arise. It is the joint responsibility of both the member of staff and the Manager to ensure that the plan is kept up to date and that all decisions are followed through. This is discussed and agreed by the member of staff and manager at each supervision meeting.

TRAINING OPPORTUNITIES

The Pre-School will do all it can to support staff who are working towards improving their qualifications and training experience. All staff are encouraged to take up training opportunities to expand their professional development and ensure an up to date knowledge of childcare issues.

It is the responsibility of the Manager and the staff themselves to identify and promote suitable training courses for staff and strongly encourage them to take advantage of these. Support will be given to staff to help staff overcome any barriers to accessing such training.

Staff will be expected to attend training courses and update skills as and when requested by their Manager. Staff will not suffer financially for any training that they are required to undertake.

Specific training courses in First Aid, Child Protection, Food Hygiene. However, staff need to attend Safeguarding, SENCO and Health & Safety training. It is the Manager's responsibility to ensure that staff are kept up to date with recent legislation and are suitably enrolled on any courses that are necessary to fulfil the Pre-School's legal responsibilities. It is the responsibility of staff to keep up to date with statutory training, first aid and child protection. A training log is kept.

All staff are encouraged to take on a responsibility that will benefit the Pre-School and utilise their skills.

7. STAFF SUPERVISION

In accordance with the revised Statutory Framework for the Early Years Foundation Stage 2012 staff supervision is a requirement for providers under Section 3 - The Safeguarding and Welfare Requirements Clauses 3.19 and 3.20 as follows:

3.19 Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

3.20 Supervision should provide opportunities for staff to:

- *Discuss any issues - particularly concerning children's development or well-being.*
- *Identify solutions to address issues as they arise; and*
- *Receive coaching to improve their personal effectiveness*

Statutory Framework for the Early Years Foundation Stage 2012

PURPOSE OF SUPERVISION MEETINGS

Supervision is a means to ensure staff are clear about what their job is, what the pre-school wants them to do, to raise safeguarding concerns about particular children and to be supported to do that job well. The meeting gives parties the opportunity to evaluate and review workloads and performance so that learning and development can take place and to identify performance shortfalls, encourage and motivate staff and initiate training, support and /or coaching. Supervision does not replace the annual staff appraisals.

RESPONSIBILITY

The manager is responsible for ensuring that regular supervision meetings are conducted with every member of staff. The member of staff is responsible for ensuring that they meet the required standard for the job.

PROCESS AND FREQUENCY

Supervision is an essential part of the effective working relationship between a member of staff and a manager. The meetings are a two way discussion between a member of staff and their manager and to be effective each person must take an equal responsibility for ensuring effective communication and cooperation and recognition of the value of supervision meetings for both parties. All staff must be provided with a regular supervision (1-1) meeting with their manager at least once every six weeks which is booked in advance at an agreed time. There must be a written record of the meeting using the attached Supervision Record Form.

WHAT TO COVER AT SUPERVISION MEETING

The content of the supervision meeting will be to:

- discuss and agree targets/tasks and objectives which need to be carried out
- record progress on these targets/tasks
- set timescales and deadlines for carrying out the tasks

- identify any performance concerns and improvements required
- discuss any issues of concern about particular children
- identify appropriate support and guidance with regard to all aspects of work including support in dealing with particular children and their individual needs
- identify any training and development needs.

SUPERVISION STANDARDS

Staff should expect:

- To be given clear objectives and standards, appropriate deadlines and help in achieving their objectives.
- To be able to question how things are done and what is expected.
- To be given the opportunity and time to be express any concerns.
- To be given appropriate support, and receive coaching where necessary.
- To be told in a constructive way if their work is poor, incompetent or unacceptable and to have a strategy for improvements discussed and agreed.
- To be told when a piece of work has been done well.

Line manager should expect:

- To have their management responsibilities understood and respected by the staff they manage.
- That once targets and/or objectives are set the member of staff will produce work to an agreed standard.
- That staff will demonstrate a willingness to strive for continuous improvements.
- That staff will be open, honest and non-defensive when their work is being discussed.
- To be able to withdraw the member of staff from a particular piece of work, or to terminate that piece of work if there are reasons for doing so and this will be communicate to the member of staff.

RECORDING SUPERVISION MEETINGS

The supervision meeting will be recorded on the attached Supervision Record Form and should be completed by the manager within 5 working days. Both parties will sign the record and agree the date for the next supervision meeting. A copy of the supervision record will be given to the member of staff.

To ensure that the confidentiality and identity of individual children is maintained within the supervision record no names of the children discussed will be used only initials.

8. ALCOHOL AND DRUGS MISUSE POLICY

Introduction

Swanton Abbott Pre-School is committed to promoting the wellbeing of all its staff, children, committee members and visitors whilst ensuring that a professional, effective level of performance and quality of service is maintained.

We recognise that the abuse of alcohol and misuse of drugs can be a medical condition and should be treated as such.

This policy is intended to help those with an alcohol or drug problem to be restored to health quickly, to the benefit of themselves, their colleagues and the Pre-School, and to return to an acceptable pattern of working. It applies to all staff without exception regardless of gender, sexual orientation, gender re-assignment or transgender status, race, nationality, ethnic or national origins, creed, culture, religion or belief, age or disability.

Policy statement

The Pre-School has a duty to provide a safe and healthy working and learning environment for all its employees and children. The Pre-School will offer support and encouragement to those members of its staff who are affected by alcohol or drugs misuse, to seek help.

No employee or visitor shall, in connection with any work-related activity:

- Report, or endeavour to report for duty having consumed drugs or alcohol likely to render him/her unfit or unsafe for work
- Consume or be under the influence of drugs or alcohol whilst on duty
- Store drugs or alcohol in personal areas such as, cupboards, filing cabinets or desk drawers
- Attempt to sell or give drugs to any other employee or other person on Pre-School premises

Whilst alcohol or drug abuse does not excuse poor work performance or misconduct it may be treated as a mitigating factor, and disciplinary procedures may be suspended whilst opportunity is taken to seek diagnosis and, if necessary, treatment.

Scope and definition

The Health and Safety at Work Act requires employers to ensure, as far as is reasonably practicable, the health, safety and welfare of employees and also requires employees to take reasonable care for the health and safety of themselves and others who may be affected by their acts or omissions at work.

Employers have a duty to conduct their activities in such a way as to ensure that, as far as is reasonably practicable, persons not in their employment who may be affected by these activities are not exposed to risks to their health or safety.

The Pre-School will take all reasonable steps to prevent employees, committee members and visitors carrying out work-related activities if they are considered to be unfit or unsafe to undertake the work as a result of alcohol consumption or substance abuse.

The Pre-School expressly prohibits the use of any illegal drugs or any prescription drugs that have not been prescribed for the user. It is a criminal offence to be in possession of, use or distribute an illicit substance. If any such incidents take place on Pre-School premises, or at a Pre-School function, they will be regarded as serious, will be investigated by the Pre-School, and may lead to disciplinary action and possible reporting to the Police.

Employee's responsibilities

Individuals are required to attend work in a manner in which they are capable of performing their roles, and without causing danger to themselves or others.

Employees must inform the manager regarding any prescribed medication that may have an effect on their ability to carry out their work safely, and must follow any instructions subsequently given. Drugs that cause drowsiness must not be used whilst at work.

Disruptive/interruptive behaviour, due to the effects of alcohol, taking illegal drugs or misuse of drugs, in a place of work will not be accepted and may result in disciplinary action being taken against an individual.

Any employee suffering from drug or alcohol dependency should declare such dependency to enable the Pre-School to provide reasonable assistance, treating absences for treatment and/or rehabilitation as any other sickness absence.

Action

Employees who are identified as possibly experiencing alcohol/drug related problems, whether by observation, poor performance or conduct or by their own voluntary action, will be given the following assistance: Initial discussion to examine the possible causes of deterioration in work performance or conduct. This discussion will normally be carried out by the manager and the member of staff may be accompanied by a workplace colleague or other representative if they so wish.

The Pre-School is concerned with work performance, safety and conduct. Drinking or drugs offences committed by individuals which are not due to an alcohol or drugs related or dependency problem, will be considered to be misconduct and disciplinary action may be taken.

In cases where an alcohol/drugs related or dependency problem is identified and acknowledged, the individual concerned will be advised of the help and support available and will be expected to take advantage of this. They will be treated in the same manner as if they had any other health issue

If a possible alcohol/drug related problem comes to light through behaviour which could result in disciplinary action, the above procedures will apply. The employee has the right to refuse the offer of help and such a refusal will not, in itself, be a matter for disciplinary action.

If a problem comes to light through performance/behaviour which is subject to disciplinary action and the employee chooses to accept referral for assessment and possible treatment, the Pre-School may suspend such action, unless the behaviour appears to constitute gross misconduct.

An employee referred for assessment who is subsequently shown not to have an alcohol/drug related problem may be subject to disciplinary action in the usual way.

It is acknowledged that relapse is a possibility, and in such cases a further offer of help may be made, dependent on the circumstances.

All agreements entered into under this policy will be confirmed in writing as soon as is practicable and reasonable.

9. IT COMMUNICATIONS AND MONITORING

Swanton Abbott Pre-School has, by law, a duty to protect its staff and children. In the field of communications, this means that the Pre-School may have to monitor electronic data which enters and leaves our systems and networks. In public and private organisations all users are protected by legislation and (Regulation of Investigatory Powers Act 2000) and the Pre-School has produced this policy to detail to staff what is will and will not be subject to action.

In order to protect individuals, Swanton Abbott Pre-School must inform potential users that interceptions may be made, and thus users should be aware that in exceptional circumstances, the Pre-School cannot guarantee total privacy in relation to their communications.

Swanton Abbott Pre-School therefore reserves the right to undertake the following:

Monitoring and recording communications:

- To ensure the wellbeing and protection of staff and children
- To establish the existence of facts, to ascertain compliance with regulatory or self-regulatory practices or procedures or to ascertain or demonstrate standards which are, or ought to be achieved (quality control and training)
- To prevent or detect crime
- To investigate or detect unauthorised use, or misuse of telecommunication systems or
- To secure, or as an inherent part of, effective system operation

Monitoring but not recording:

- Received communications to determine whether they are business or personal communications
- Communications made to anonymous telephone helplines, including organisations such as the Samaritans

Swanton Abbott Pre-School may scan systems:

- To investigate or detect unauthorised use of the computing and network facilities
- When a host is suspected of showing unauthorised or unusual activities
- In an effort to resolve an operational issue
- In efforts to maintain and enhance security

Swanton Abbott Pre-School maintains the legal right, at any time, to inspect user data to ensure conformity with laws and regulations to ensure as far as possible that its users do not use its networks and networks to which it connects, to transmit or transfer certain types of electronic data.

Swanton Abbott Pre-School is obliged by law to report to the police the discovery of certain types of electronic data, if that data is found on Pre-School equipment.

UNAUTHORISED MONITORING

Unauthorised monitoring is not permitted. Attempts by any member of staff or any student to implement any such system of monitoring will be in breach of this policy and may be subject to disciplinary action.

CONTROLLED MONITORING

Swanton Abbott Pre-School reserves the right to monitor and access user data in the following circumstances:

- Where, by virtue of carrying out routine IT and telecommunications service tasks, members of the Pre-School's senior staff discover data:
 - Which breaches laws and regulations
 - Where the nature of the data suggests such a breach has occurred or will occur
- Where complaints are received by Swanton Abbott Pre-School suggesting that the Pre-School's computer system is being used to store, transmit or transfer data which breaches laws and regulations
- Where Swanton Abbott Pre-School has been requested, or required, to monitor data by the police as part of a criminal investigation
- Where there is reasonable suspicion that users are storing, transmitting or transferring data, which breaches laws and regulations

Specific monitoring of user data, and specific access to user data may only be legitimately carried out under this policy with the knowledge and written consent of one of the following:

- The Chairperson of Swanton Abbott Pre-School
- The Manager of Swanton Abbott Pre-School or
- The Administrator of Swanton Abbott Pre-School

Incident management will be carried out a nominee of one of the above.

Specific monitoring of, or specific access to, user data should only take place for such time as is required to ascertain whether the person concerned is storing, transmitting or transferring data which breaches laws and regulations. Long term monitoring will only be permitted when the police as part of an on-going criminal investigation specifically request this.

All specific monitoring of, or specific access to, user data must be reported to the Chairperson or a nominee of Chairperson as soon as the monitoring is completed. This report will detail reason for action being taken, the result of the monitoring or access.

Data collected via specific monitoring of, or specific access to, user data will, if not falling under a statutory exemption, be eligible to be disclosed as part of a subject access request under the Data Protection Act 1998.

NOTIFICATION TO STAFF AND COMMITTEE MEMBERS

Attempts by any member of staff to implement unauthorised systems of monitoring will be in breach of this policy and be the subject of disciplinary action.

10. STAFF DISCIPLINARY PROCEDURES

Our Pre-School will maintain a well motivated, highly skilled and professional staff team. However, occasionally action will need to be taken to encourage improvement in individual behaviour and performance.

The Pre-School will provide a fair and consistent method of dealing with disciplinary incidents. Our aim is to always support and encourage staff, while promoting good employment relations.

If a member of staff is subject to disciplinary action, fair and consistent procedures will be employed:

- The incident will be fully investigated and the facts established.
- Investigations will be non-discriminatory and apply equally to all staff irrespective of sex, marital status, sexual preference, race or disability.
- At every stage, the member of staff concerned will be advised of the nature of the complaint and given an explanation for any penalty imposed.
- Staff will be given the opportunity to state their case, and be accompanied by a friend, colleague or Trade Union representative of their choice, during any part of the disciplinary process.
- Staff will not be dismissed for the first breach of discipline except in the case of gross misconduct (see below).
- Staff have a right to appeal against any disciplinary action taken against them.

Investigations will be conducted by either the Manager of the registered Person.

The Staff Disciplinary Procedure operates as follows:

Informal Discussion

Before taking formal disciplinary action, the Manager will make every effort to resolve the matter by informal discussions with parties concerned. Only where this fails to bring about satisfactory improvement or outcomes will disciplinary procedures be formally implemented.

Formal Verbal Warning

Once a formal warning has been given by the Manager, the member of staff in question will be notified of this and given an explanation for the warning. They will further be informed of their right to appeal. A brief note of the warning will be kept on the Pre-School's records. This will be disregarded after six months, subject to satisfactory conduct and/or performance.

Written Warning

If, following a formal verbal warning, there are insufficient improvements in standards, or a further incident occurs, a written warning will be issued. This will state the reason for the warning and that, if there is no satisfactory resolution after a further month, a final written warning will be given. A copy of this first written warning will be kept in the Pre-School's records, but will be disregarded after twelve months, subject to satisfactory conduct and/or performance.

Final Written Warning

If the member of staff's conduct or performance remains consistently unsatisfactory, or if the misconduct is sufficiently serious, a final written warning will be given making it clear that any further breach of the standards, or other serious misconduct, may result in the employee's dismissal. A copy of the warning will be kept in the Pre-School's records, but will be disregarded after twenty four months, subject to satisfactory conduct and/or performance. The warning will state clearly that dismissal will result from a failure to comply.

GROSS MISCONDUCT

If, after investigation it is deemed that a member of staff has committed an act of the following nature, dismissal will be the normal outcome:

- Child abuse (for further details refer to the Child Protection policy).
- Serious infringement of health and safety rules (for further details refer to the Health and Safety policy).
- Assaulting another person.
- Persistent bullying, sexual or racial harassment.
- Being unfit for work through alcohol or illegal drug abuse.
- Gross negligence that either causes or might cause injury, loss or damage to persons or property.
- Theft, fraud or deliberate falsification of the Pre-School's documents.
- Deliberate damage to the Pre-School property.
- Being an unfit person under the terms of the Care Standards Act 2000 or the Children's Act 1989.

While the alleged incident of gross misconduct is being investigated, the individual concerned is likely to be suspended, during which time normal pay levels will prevail. Such suspension is not to be regarded as a form of disciplinary action and will be for as short a period as possible. Any decision to dismiss will be taken only after a full investigation.

If the staff member has been found to have committed an act of gross misconduct, they will be dismissed without notice.

ALLEGATIONS AGAINST STAFF

All staff are advised to minimize time spent alone with children and be aware of the potential risks in doing so (for further details refer to the Child Protection policy).

If an allegation of abuse has been made against a member of staff, the Manager will follow the procedures of the Child Protection policy.

If an allegation of abuse is made against the Manager, then another designated member of staff will report the matter directly to the Registered Person, LADO and Ofsted.

APPEALS

Staff wishing to appeal against a disciplinary decision, must do so in writing and within seven working days of the decision being communicated. Appeals will be dealt with as quickly as possible and within at least a further seven days. If possible, the Registered Person, or a senior member of staff who was not involved in the original disciplinary action will hear the appeal and impartially

adjudicate the case. At all stages of the procedure, the right to appeal will be confirmed as part of the warning, suspension or dismissal letter.

11. BABYSITTING POLICY

At Swanton Abbott Pre-School we **do not** provide any form of babysitting services for parents/carers. This is to ensure that the setting cannot be subject to any complaints and/or allegations by a child and/or their family.

This ensures that:

- Relationships between staff and Parents/Carers remain professional at all times.
- Confidentiality is maintained.
- Staff and families personal and parenting beliefs and/or cultural preferences are not challenged, disputed or defied.

Should any staff member be found to be in breach of this policy, disciplinary action will be taken. (Please also see the confidentiality, partnership with parents and staff disciplinary procedures policies).

Further, staff members are prohibited from transporting children that attend the setting in their vehicle; this is due to insurance and safeguarding issues.

12. STUDENTS AND VOLUNTEERS

Students are welcome into our setting to safeguard everyone concerned we accept students if:-

- They have written confirmation from their course provider that they are a student and need a placement.
- A general induction session will be carried out on the first day of employment.
- They attend an induction session informing them of our policies especially regarding Health and Safety, Safeguarding, Discipline and Confidentiality.
- Students will be encouraged to discuss their individual learning needs with the Manager when they start at the Pre-School and at weekly intervals during the placement.
- New members of staff or volunteers will be inducted by the Manager.
- A copy of the safeguarding code of conduct will be given and when this has been read, s/he will sign the appropriate form to confirm understanding and willingness to abide by it.
- Students and volunteers will be expected to adopt a professional manner at all times, and work within the Pre-School's existing policies and procedures.
- Students required to conduct child studies beyond the Pre-School's normal activities (i.e. conducting a survey or a group based activity) as part of their course will need to obtain appropriate written consent from the parents/carers of the children concerned.
- Students and volunteers on placements will not be included in the staff to children ratio.
- All students will have a DBS check in place prior to the placement commencing.
- Students and volunteers will not be allowed to carry out personal care duties or be left alone with any children.
- Students and volunteers are advised that they can view the pre-school policies and procedures on our website.

13. SETTLING IN

All children are unique and the amount of time that a child takes to settle in to our Pre-School can vary enormously. Therefore, children will be given time to settle in at their own pace, so as to make them feel welcome, safe and confident in their new environment.

The Pre-School strongly encourages parents/carers to arrange, with the Manager, a minimum of two visits to the Pre-School prior to the date that their child is due to start. The Pre-School also requires that the parents/carers complete and return both the admission form and the all about me form on or before the child's start date.

A key carer is allocated to each child and his/her family; that member of staff welcomes and looks after the child and his/her parents/carers at the child's first session and during the settling in period. However, this can be changed if a child forms an attachment with another adult, this will be discussed with the parent/carer.

All staff will supervise children new to the Pre-School to ensure that they are happy in their new surroundings. The appropriate level of such supervision will be judged according to the child's age, maturity and previous experiences.

If it seems that a child is taking a long time to settle in, this will be discussed with their parents/carers at the earliest opportunity. Likewise, if a parent/carer feels that there is a problem during the settling in period, they should raise this with the key carer or manger.

To help the children who are struggling with the transition from home to Pre-School we will recommend you put together an "All About Me" box. A description of this will be explained as and when necessary.

Staff will always be available to discuss any concerns or other issues with parents/carers regarding their child and their attendance at the Pre-School. If parents/carers wish to meet with the Manager, they should make an appointment to come in for a chat.

During the child's initial visit, we will discuss all the options for the settling-in period.

If we feel that the best interests of the child are not being met within the setting we may suggest delaying their start or re-evaluating their hours until procedures can be put in place.

All families will be supported for as long as it takes for their child to settle. We will accept comfort items/soothers to help children settle, but these are not the responsibility of the Pre-School. We suggest a minimum of two hours attendance, twice a week, e.g. 9.00am to 11.00am.

Children cannot play or learn successfully if they are anxious or unhappy. Our settling in procedures aim to help children to feel comfortable in the Pre-School, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session.

Shortly after the child has started at Pre-School, to gain an insight into the child's level of development we will invite you to attend a brief meeting to carry out an informal assessment.

14. ARRIVALS AND DEPARTURES

Our Pre-School will give a warm and friendly welcome to each child on arrival and ensure that they depart safely at the end of each session.

It is the responsibility of the Manager to ensure that an accurate record is kept of all the children at the Pre-School. Any arrival or departure to the premises is recorded in the register. The register will be kept in an accessible location on the premises at all times (for exemptions to this rule see the Visits & Outings policy). This process will be supplemented by regular head counts during the day.

Records of daily registers should be kept by the Pre-School for at least one year.

ARRIVALS

Your child is your responsibility before and after the session start and finish times.

If the parent/carer wants their child to be given prescription medicine during the day by a member of staff, they must complete and sign the Administering Medication form. Please note that we are unable to administer any other medicines. Further details of this procedure are contained in the Pre-School's Health, Illness and Emergency policy.

DEPARTURES

If the child is to be collected by someone other than the parent/carer, this must be indicated to a member of staff and recorded at the start of the session. The adult nominated to collect a child must be one of those named on the Admissions form. Only adults-aged 16 years and older- and with suitable identification, will be authorized to collect children.

No adult other than those named on the Admissions form will be allowed to leave the Pre-School with a child. In the event that someone else should arrive without prior knowledge, the Pre-School will telephone the parent/carer immediately.

In the event of an emergency, when the parent is unable to collect their child, or someone who is nominated on their admission forms, the parent will need to ring us and give us the full name of the person who will be coming to collect. To make sure this is a genuine call from the parent, we will then ring the parent back to confirm.

If the parent/carer or alternative nominated adult is going to be late to collect their child, staff must be informed of this on arrival. If the designated adult is late in picking up their child without prior warning, the provisions of the Uncollected Children policy will be activated.

Upon departure, the register will be marked to show that the child has left the premises. The time of departure will also be recorded.

ABSENCES

If a child is going to be absent from a session, parents must indicate this to the Pre-School in advance, i.e. holiday.

If a child is absent without explanation, the manager will ring the parent an hour after the child should have arrived, to determine why the child is absent. The Manager will use their discretion to contact the parents/carers of any absent child.

Regular absences from the Pre-School could be an early sign and/or symptom that a child or family may be encountering some difficulties and might need support from the relevant statutory agencies. The Pre-School and its staff will always try to discover the cause of prolonged and unexplained absences.

15. THE AREAS OF LEARNING AND DEVELOPMENT

There are seven areas of learning and development. All areas of learning and development are important and inter-connected.

These are made up of three prime areas, being:

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

The prime areas begin to develop quickly in response to relationship and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

The specific areas include essential skills and knowledge. They grow of the prime areas and provide important contexts for learning.

Educational programmes must involve activities and experiences for children, as follows:

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, to make healthy choices in relation to food, and to build self-care independence.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, number recognition, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

We also have a large outside area which the children can access as free flow play. Please provide your child with clothing appropriate to the weather conditions, including spares.

As parents, we recognise that you are your child's most important educator, and as such we would love to hear about activities /special events that occur outside of the Pre-School. Photos and other material all help us to work more closely with your child and provide the learning opportunities they require. We help the children compile their own learning journals and track their progress in the seven areas of learning.

16. SESSIONS

Sessions run from 9.00 am to 3.00 pm on Monday- Friday term time only. We also run an Early Bird Club from 7.45 am to 9.00 am on Monday through to Friday.

At our pre-school we offer a stimulating, friendly and safe environment for all our children. We are an all-inclusive practice and have a holistic approach to our children's learning. Children have time to think and reflect on their experiences, encouraging social skills, self-esteem and resilience.

"Children develop in the context of relationships and the environment around them" EYFS (2012).

- We recommend that the sessions be increased as the child progresses in age and ability. To begin with we suggest a minimum of two hours twice a week (9am to 11am), building on this as the child settles in.
- A typical day consists of circle time, free play, structured themed activities, healthy snack, story time, yoga and free-flow outdoor play.
- Lunch is at 12.00 noon - parents/carer's supply their child with a packed lunch.

17. EQUIPMENT

Our Pre-School is committed to providing children with access to a wide range of equipment that stimulates enjoyment, learning and development, both indoors and outdoors.

All furniture, toys and equipment are kept clean, well maintained and in good repair and in accordance with BS EN safety standards or the Toys (Safety) Regulations (1995) where applicable.

Equipment will be properly maintained and inspected. All electrical toys and equipment are subject to PAT (Portable Appliances testing).

Levels of staff supervision will be sufficient to ensure that the safety of children is assured, and set according to the type of equipment being used, along with the ages and number of children involved in a given activity.

The Pre-School's equipment and resources reflects positive images with regard to culture, ethnicity, gender and disability.

Resources will, whenever possible, show men and women in a variety of roles and jobs, and people with different abilities being both active and creative. Examples of everyday life will portray people from a variety of family groupings and cultural backgrounds in a range of non-stereotypical roles.

The Pre-School provides a wide selection of books that are regularly updated, as financial resources allow. The selection will always include reference books, dual language books and a range of age-appropriate formats. Staff are encouraged to select books that reflect a multicultural society, challenge stereotypes, and which meet the educational needs of the children.

Outside the Pre-School's opening hours, all equipment will be kept in a suitable and secure location; safe from unauthorised access or use. When discovered, defective or broken equipment will be taken out of use and disposed of. Flammable equipment will be stored in a locked cupboard away from the sources of heat and/or naked flames.

18. E-SAFETY

It is necessary for the preparation of a child's learning story and publicity that photographs are taken of the children. Informed written consent will always be obtained from the parent/carer and, where possible, the agreement of the child will always be sought. In the event a child is looked after by the local authority written consent will be obtained from the child's social worker and not their carer.

The consent will make it clear what the photograph is to be used for. Consent will also be sought from a parent/carer where their child appears alongside other children in photographs that may be used in other children's learning stories and publications.

The Preschools mobile phone will be used for taking photographs.

Photographs will not be removed from the premises.

Staff and committee members may use social media for the purpose keeping parents/carers up to date with the setting's news. It is never appropriate for staff or committee members to name or otherwise identify any child or family that they work with on a social networking site and it is never appropriate to post pictures of or to discuss or comment on a child or family they work with.

Staff are not permitted to carry or use personal mobile phones during working hours. Staff personal mobile phones must be stored securely in a clear tub labelled mobile phones allocated in the office and use of these mobile phones is only permitted during allocated breaks and away from the children. Any visitors to the setting will be asked to leave their mobile phones in the office, or if supervised by the manager to keep mobile phones in their bags or pockets for the duration of their visit.

There are no circumstances that will justify staff or committee members possessing indecent images of children. Any member of staff or committee member who access and possess links to such websites will be viewed as a significant threat to children. This will be treated as gross misconduct in the case of staff and the person will be reported to the police and the Local Authority Designated Officer.

All parents/carers are not permitted to take photographs or video images of children at events save when prior authority has been given by parents/carers. Where photographs are allowed they will be taken during allotted times and parents/carers are not permitted to take their child or any other child to the toilet and staff will be responsible for all toilet breaks and nappy changes. Please note that no photographs or video images are permitted to be uploaded to any social media website unless it is of the parent/carers own child only.

Photographs taken by parents/carers at any Pre-School event, such as Sports Day and Christmas Nativity, should be for personal use only and **MUST NOT** be uploaded to any social networking sites if the image contains children other than their own, without consent from the parents.

Internet

Swanton Abbott Pre-School has a commitment to keeping children safe and healthy and to protecting their staff and reputation. The internet policy is designed to ensure that commitment is maintained. The policy operates at all times in relation to electronic communications of all types.

The internet is becoming as commonplace as the telephone or television and its effective use is an essential life-skill. The Pre-School has a duty to teach children about internet safety and make them aware of possible risks. Pre-School internet access will be tailored expressly for educational use and include appropriate filtering. The internet is also used in the Pre-School to support the professional work of the staff, to allow effective planning and to enhance the Pre-School's management of information and business administration systems.

Unmediated internet access brings with it the possibility of placing children in embarrassing, inappropriate and even dangerous situations. Internet safety in the Pre-School depends on staff, parents, carers and visitors taking responsibility for the use of the internet and other communication technologies such as mobile phones. It is the Pre-School's responsibility to use policies to limit internet access and to monitor their effectiveness.

Significant educational benefits should result from internet use including access to information from around the world. Internet use should be carefully planned and targeted within a regulated managed environment. Staff will guide children in online activities that will support their learning journeys.

At no time and under no circumstances will children have unsupervised access to the internet. All access will be guided by a member of staff and outside those times the device (computer, tablet, phone) will be disconnected and inaccessible to children.

Staff are responsible for ensuring that material accessed by children is appropriate and for ensuring that the use of any internet derived materials by staff or by children complies with copyright law.

Children will have no access to e-mail. Staff who require e-mail for administrative purposes will be used with a Swanton Abbott Pre-School address. This address must not be used for personal e-mail.

Children will not have access to social networking sites such as Facebook or Twitter. Swanton Abbott Pre-School does have a Facebook page which can be accessed and maintained by authorised staff. Staff will not discuss individual children or Swanton Abbott Pre-School policies on any social networking sites.

Personal Mobile phones are not permitted within the Pre-School room. Preschools mobile phone will be used to keep in contact with parents, and to take pictures for children's learning journals. If we go on a nature walk, to the forest area, or if we need to evacuate, the preschool mobile phone will be taken as it contains all the emergency contact details for parent carers. When not in use it will be kept on the kitchen shelf next to the landline phone. Staff may use their personal phones in the office.

The committee will provide the funds and time for the training of staff in internet use and implementing policy.

19. SOCIAL NETWORKING POLICY

There are too many sites to mention them all by name. This policy covers them all.

It is important when using social networking sites that staff maintain confidentiality and ensure proper practice at all times. This is to protect the children, parents & families of the setting as well as the staff. It is also to protect the Pre-School's reputation and the staff's own personal reputation.

Staff guidelines when using social media sites include but are not limited to:

- Staff must not mention any of the children from the setting on their online profiles
- Staff must not write direct or indirect suggestive comments about work on their online profiles
- Staff must not publish photos of the children on their online profiles
- Staff must not publish photos of other staff while in the setting on their online profiles
- Staff must not write anything about other staff members on their online profiles
- Staff must not use mobile phones to take photos in the setting. Staff are only permitted to access social networking sites during their breaks while in the office.
- Staff must not mention any of the companies that the setting works with on their online profile
- Being in a small community many staff members know parents on a personal level, as well as professional. Members of staff may accept friend requests from parents, but never initiate. Preschool though should never be discussed though on social media between a member of staff and a parent. (unless over our private parent Facebook group)
- Staff are responsible for adhering to the terms of service of each site they use
- Personal profiles should not contain any images or videos which may be perceived as inappropriate behaviour for a childcare professional
- Staff will not have the setting name anywhere in their personal profile.
- Any breaches of the social networking policy could result in disciplinary action.

Swanton Abbott Pre-School day setting has a Facebook page available. This is a communication tool for the setting. We will use it to:

- Promote certain events such as parent consultations, trips, social events & visitors
- Update parents on staff training & development
- Give hints and tips for activities the children have enjoyed and home learning ideas
- To give news
- To show photos of activities, trips or special events

The setting manager, administrator and a designated committee member are the page administrators and will update the page on a regular basis.

The page administrators reserve the right to remove any comments at any time. The intent of the policy is to protect the privacy and rights of the setting, staff & families.

We also have a private parents Facebook group where we post daily updates of what we are doing at Preschool

We will remove any postings that

- Name specific individuals in a negative way
- Are abusive or contain inappropriate language or statements
- Use defamatory, abusive or generally negative terms about any individual
- Do not show proper consideration for others privacy
- Breach copyright or fair use laws
- Contain any photos of children without necessary parental consent.

If you would like to report an inappropriate comment then please send an email to admin@swantonabbottpreschool.co.uk. (Please also see e-safety, safeguarding, confidentiality and staff disciplinary procedure policies)

20. FEES AND TERM DATES

Pre-School term dates run in line with mainstream schools as far as possible.

The fees are payable at half-termly intervals. Invoices are issued the first week of each half term and are payable within 14 days.

Payment may be made by bank transfer. Our bank account details are as follows:-

Account Name: Swanton Abbott Pre-School
Account Number: 01477137
Sort Code: 40 35 06

Parents/carers are requested to put their child's surname and invoice number in the reference box.

We are also able to accept childcare vouchers and parents/carers are encouraged to discuss the scheme operated by their employer with the Administrator so that payment may be made using this method.

If the fees are not paid on time, the Pre-School will notify the parent/carer in writing and request payment at the earliest possible opportunity. We will endeavour to assist parents struggling with payment of school fees with the option to pay weekly or monthly depending on the parent/carer's own income stream. The Chairperson has the right to issue a formal written warning to the parent/carer and inform them that the continued late payment will result in the child's place at the Pre-School being forfeited.

If the fees are paid persistently late or not at all with no explanation, the Pre-School will be forced to terminate that child's place. Under exceptional circumstances, the Chairperson may agree to allow the child to continue attending the Pre-School for the remainder of the week.

The Pre-School reserves the right to take legal action to recover unpaid fees. In the event that court proceedings are issued an administrative charge of £60 will be added to the outstanding amount. Interest under s69 County Court Act 1984 at the rate of 8% per annum will be applied to any outstanding debt.

Parents/carers are encouraged to speak to a member of staff or the Manager if they have any query about the fees policy or if, for any reason, they are likely to have difficulty in making a payment on time. Parents/carers are strongly advised to arrange a meeting at the earliest possible opportunity, to avoid jeopardising their child's place at the Pre-School.

The payment of fees help to cover day to day running expenses and wages. All fees are reviewed at the discretion of the Committee. The Committee reserves the right to increase fees for special events.

The Pre-School charges £4.50 per hour.

Opening hours: Monday-Friday 9-3

We also offer an early bird session from 7.45

Government Funding for all children can be claimed the term after their 3rd birthday. Funding covers 15 hours per week which equates to 570 hours per annum.

We are also able to offer working parents an additional 12 hours funding a week which equates to 456 hours per annum. In order to be eligible for the extra funding both parents must be working or the sole parent is working in a lone parent family. Each parent earns, on average, a weekly minimum wage that is equivalent to 16 hours at the National Minimum Wage or National Living Wage or more and an annual income of less than £100,000. Parents must apply online through the childcare service. If eligible you will receive a code. Pass this code to us, along with your National Insurance number and your child's date of birth to enable us to claim the additional funding.

Government Funding is intended to cover the cost to deliver 15 or 30 hours a week of free, high quality, flexible childcare only. It is not intended to cover the cost of meals, consumables, additional hours or additional services.

The entitlement is offered free. Parents will not be charged a "top-up" fee to recoup the difference between the amount received from the Local Authority and the current hourly rate.

It may also be possible for some families to claim funding for two year old children. It is particularly relevant where the child has been adopted from care or if the family are on a low income. We would urge anyone who believes they may be eligible to contact Norfolk County Council on 0344 800 8020 who will assess their eligibility.

The free entitlements will be delivered consistently so that all children accessing any of the free entitlements will receive the same quality and access to provision, regardless of whether they opt to pay for optional hours, services, meals or consumables.

Normal fees will be charged for non-attendance at Pre-School. Prolonged non-attendance will need to be discussed with the Manager.

The fee charged is to secure the child's place at that session and therefore the fees cannot be transferred to another session if the child is unable to attend the usual session for whatever reason. We will, however, accommodate any requests for additional sessions which will be subject to the correct staff: child ratio for that session. The parent/ carer will be charged at the normal rate for any additional sessions.

We do not require a deposit to secure your child's place nor do we charge for the following:

- Meals and Snacks
- Consumables
- Retainer fee
- Registration fee
- Late payment (unless legal action is required as mentioned above)

Please also note that we would appreciate one week's notice of planned non-attendance, e.g. holidays.

We also require four weeks notice if your child is leaving the Pre-School. This helps the key carer to collate all the child's records, learning story and summary for the transition next setting/school.

21. HEALTH AND SAFETY

This 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.

The Local Authority informs the Pre-School via email of any change in regulations.

AIM

We aim to make children, parents and staff aware of health and safety issues and to minimize the hazards and risk to enable the children to thrive in a healthy and safe environment.

METHODS

Julie White is the designated health and safety officer, however, health and safety is the responsibility of all staff.

RISK ASSESSMENT

Our risk assessment process includes:

- Checking for hazards and risks indoors and outside, and in activities and procedures.
- We monitor accident and incident records regularly and adapt practices/the environment accordingly.
- Our assessment covers adults and children.
- Deciding which area need attention; and
- Developing an action plan that specifies the action required the timescale for action, the person responsible for the action and any funding required.

We maintain lists of health and safety issues, which are checked:

- Daily, before the session begins. This is known as the daily check list.
- As and when necessary.
- Termly, when a full risk assessment is carried out.

INSURANCE COVER

We have public liability insurance and employer's liability insurance. The certificate for public liability insurance is displayed in the Pre-School setting.

AWARENESS RAISING

Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.

Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.

Parents/carers are asked to read and sign our policies and procedures before their child starts Pre-School. This is recorded on the admissions form.

As necessary, health and safety information is discussed regularly at staff and committee meetings.

We have a no smoking policy.

Children are made aware of health and safety issues through discussions, planned activities and routines.

CHILDREN'S SAFETY

We ensure all staff employed have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service.

Staff do not normally supervise children on their own.

All children are supervised by staff at all times.

Whenever children are on the premises at least two adults must be present.

SECURITY

Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.

The arrival and departure times of adults, staff, volunteers and visitors are recorded.

Our procedures prevent children from leaving our premises unnoticed.

The personal possessions of staff and volunteers are securely stored during sessions.

It is imperative that all adults, staff, volunteers and visitors shut and bolt the gate when entering and exiting the premises.

Before the children are allowed out to play all gates are checked to ensure they are securely bolted.

At the end of the school day a member of staff will stand at the gate.

WINDOWS

Low level windows are made from materials that prevent accidental breakage or are made safe. All windows have a restricted opening.

DOORS

We use finger safe guards to prevent children's fingers from being trapped in doors.

FLOORS

All surfaces are checked daily to ensure they are clean and not uneven or damaged.

KITCHEN

Children do not have access to the kitchen.

All surfaces are clean and non-porous.

There are separate facilities for hand washing and for washing up.

Cleaning materials and other dangerous materials are stored and locked out of children's reach.

When children take part in cooking activities, they:

- Are supervised at all times.
- Are kept away from hot surfaces and hot water; and
- Do not have unsupervised access to electrical equipment.

If the hob has been used a sign will be displayed stating "Hob has been used do not place anything on cooker".

ELECTRICAL EQUIPMENT

All electrical equipment conforms to safety requirements and is checked regularly.

Our boiler/electrical switches/meter cupboard is not accessible to children.

Electrical sockets and leads are properly guarded and the children are taught not to touch them.

There are sufficient sockets to prevent overloading.

The temperature of hot water is controlled to prevent scalds.

Lighting and ventilation is adequate in all areas including storage areas.

STORAGE

All resources and materials from which children select are stored safely.

All equipment and resources are stored or stacked safely to prevent them from accidentally falling or collapsing.

OUTDOOR AREA

Our outdoor area is securely fenced.

Our outdoor area is checked for safety and cleared of animal faeces.

Our outdoor sandpit and mud pit are covered when not in use and are cleaned regularly.

All outdoor activities are supervised at all times.

HYGIENE

Our daily routines encourage the children to learn about personal hygiene.
We clean the preschool at the end of each day.

We have an employed cleaner for the Pre-School who comes in once a week for a deeper clean.

We have a schedule for cleaning resources and equipment, dressing up clothes and furnishings.

The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.

We implement good hygiene practices by:

- Cleaning tables between activities.
- Checking toilets regularly.
- Wearing protective clothing - such as aprons and disposable gloves - as appropriate.
- Providing sets of clean clothes.
- Providing tissues and wipes; and
- Changing towels daily, and twice daily on busy days.

ACTIVITIES

Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the Pre-School.

The layout of play equipment allows adults and children to move safely and freely between activities.

All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.

All materials - including paint and glue - are non-toxic.

Sand is clean and suitable for children's play.

Physical play is constantly supervised.

Children are taught to handle and store tools safely.

Children who are sleeping are checked regularly.

Children learn about health, safety and personal hygiene through activities we provide and the routines we follow.

FOOD AND DRINK

Staff who prepare and handle food receive appropriate training and understanding and comply with food safety and hygiene regulations.

All food and drink is stored appropriately. An apron is used to help prevent contamination.

Adults do not carry hot drinks through the play area(s) and do not place hot drinks within reach of children.

Snack and meal times are appropriately supervised and children do not walk about with food and drinks.

Fresh drinking water is available to the children at all times.

We operate systems to ensure that children do not have access to food/drinks to which they are allergic.

OUTINGS AND VISITS

We have agreed procedures for the safe conduct of outings.

Parents sign a general consent on registration for their children to be taken out as part of the daily activities of the Pre-School.

Parents always sign consent forms before major outings.

A risk assessment is carried out before an outing takes place.

Our adult to child ratio is high, normally one adult to two children. Although if just going on a nature walk on one of the fields or footpaths around preschool we may have a ratio of one adult to 3-4 children. Dependant on age.

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.

A member of staff with an enhanced DBS will take the children to the toilet

Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack 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.

A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.

MISSING CHILD

If a child goes missing from the venue the person in charge will carry out a thorough search of the building and within school grounds.

The register is checked to make sure no other child has also gone astray.

Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.

The person in charge talks to the staff to establish what happened.

If the child is not found the parent is contacted and the missing child is reported to police.

If a child goes missing from an outing where parents are not attending and responsible for their own child, the Pre-School ensures that there is a procedure that is followed:

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff searches the immediate vicinity but does not search beyond that.
- The person in charge is informed, if s/he is not on the outing and makes his /her way to the venue to aid the search and to be the point of contact for the police as well as support staff.
- Staff take the remaining children back to the Pre-School.
- The person in charge of the Pre-School contacts the child's parent.
- The staff contact the police using mobile phone and report the child as missing.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The person in charge contacts the Chairperson of the management committee who comes down to the Pre-School as soon as possible.

The Investigation

The management committee chairperson carries out a full investigation taking written statements from all the staff present at the time, or who were on the outing.

The key carer/staff writes an incident report detailing:

- The date and time of the report.
- What staff/children were in the group/outing.
- When the child was last seen in the group/outing.
- What has taken place in the group/outing since then; and
- The time it is estimated that the child went missing.

A conclusion is drawn as to how the breach of security happened.

If the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social Services may be involved if it seems likely that there was a child protection issue to address.

The incident is reported under Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 1995 (RIDDOR) arrangements and is recorded in the incident file; the local authority health and safety officer may want to investigate and will decide if there is a case for prosecution.

Ofsted is informed.

The insurance department at the Pre-School Learning Alliance is informed.

ANIMALS

Animals visiting the Pre-School are free from disease and safe to be with children, and do not pose a health risk.

Our Pre-School's chickens and Guinea-pigs are free from disease, safe to be with children and do not pose a health risk. They are regularly cleaned and children are taught and reminded each time they collect the eggs to wash their hands.

Children wash their hands after contact with animals.

Outdoor footwear worn to visit farms is cleaned of mud and debris and should not be worn indoors.

FIRE SAFETY

Fire doors are clearly marked, never obstructed and easily opened from inside.

Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.

Our emergency evacuation procedures are practised termly. The fire procedure is explained to new members of staff and volunteers during their induction.

Records are kept of fire drills and the servicing of fire safety equipment.

INTRUDERS

It is our aim at Swanton Abbott Pre-School to maintain the highest possible security of our premises to ensure that each of our children is cared for safely at all times. During drop off and pick up times the nursery main door will be supervised. ***Within the guidance of the EYFS Framework on continuous indoor/outdoor play, staff need to be extra vigilant with regards to this policy.***

Intruders posing a safety hazard

All staff are trained and will adopt the following procedure:

- Politely greet the intruder, identify yourself and ask the purpose of their visit. Having a member of staff close by to secure the door and for support if needed.
- Explain that all visitors must sign in.
- If the intruder becomes agitated and refuses to leave the building peacefully endeavour to calm the person whilst trying to gain the attention of your staff member to call the police.
- If the caller persists, the children and staff will assemble together away from the windows and doors and will be distracted by staff, register and telephone will be taken with them, and they will stay there until the police will arrive.
- If the person leaves before the police arrive do not attempt to detain them.

- If the person does not leave before the police arrive. Explain to the officers what has happened, so they can deal with the incident appropriately.
- Remember to log the incident and review security measures.
- All staff are aware of the code word in case of an emergency.

Armed Intruders

All staff are aware of and will adopt the following procedure:

- All staff will be alerted and the police contacted immediately.
- Try to remain calm diverting the intruder as far away from the children as possible.
- The children and staff will assemble together in the toilets and will be distracted by staff, register and telephone will be taken with them, and they will stay there until the police will arrive.
- If the intruder shows a weapon try to remain calm do not try to disarm them, reassure them that it is not necessary for them to use it.
- Once the police arrive, make them aware of where the intruder is and any weapon you may have seen describing the intruder and reporting anything relevant the intruder may have said.
- All staff and children should remain where they are unless directed otherwise by the police.
- Incidents should be recorded and security procedure reviewed and updated.

FIRST AID AND MEDICATION

At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 is regularly checked by a designated member of staff and re-stocked as necessary. It is easily accessible to adults and is kept out of the reach of children.

At the time of admission to the Pre-School, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

ACCIDENTS

- Parents will be informed of any injury to their child and asked to read and sign an accident form. A copy will be retained for our records.
- If an accident of a serious nature occurs, an ambulance will be called and the Manager will accompany the child to the hospital. The parent/carer will be notified immediately.
- In the event of a serious accident occurring staff will carry out emergency evacuation procedures until an assessment of the situation is made and the all clear is given to return to the playroom.
- An accident record is kept, recording all accidents to adults, and children, however slight.
- If your child has any type of bump to the head you will be informed immediately.

It is our policy to encourage staff, committee members, volunteers, adults and children alike to be aware of their surroundings. We ask children to walk, rather than run in the setting. Activities are planned with safety in mind and supervision is available at all times.

OUR ACCIDENT FILE

Our accident file is kept safely and accessibly. All staff and volunteers know where it is kept and how to complete it and it is reviewed at least termly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the

Reporting of Injuries, Diseases and Dangerous Occurrences.

DEALING WITH INCIDENTS

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

- If any accident to a member of staff requires treatment by a general practitioner or hospital.
- If any dangerous occurrences happen. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.

Any dangerous occurrence is recorded in our Incident File.

OUR INCIDENT FILE

We keep an incident file for recording incidents including those that are reportable to the Health and Safety Executive as above. These include:

- Break in, burglary, theft of personal or the Pre-School's property.
- Fire, flood. Gas leak or electrical failure.
- Attack on a member of staff or parent on the premises or near by.
- Any racist incident involving a staff or family on the Pre-School's premises.
- Death of a child.
- A terrorist attack or threat of one.

In the incident file we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.

In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. The incident is recorded when the threat is averted.

In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, or any other means involving an older child, the emergency services are called, and the advice of these services are followed.

The incident file is not for recording issues of concern involving a child. This is recorded in the child's own file.

ADMINISTRATION OF MEDICATION

Only prescribed medication may be administered. It must be in date and prescribed for the current condition.

Children taking prescribed medication must be well enough to attend the setting.

Children's prescribed drugs are stored in their original containers, are clearly labelled with the child's name and dosage required and are inaccessible to the children as they are stored in the wall mounted first aid cabinet in the kitchen or in the fridge if appropriate.

Parents give prior written permission for the administration of prescription medication. This states the name of the child, names(s) of parent(s), date the medication starts, the name of the medication, the dose and times, or how and when the medication is to be administered.

The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record to acknowledge the administration of a medicine.

If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

The parents of children who attend wearing nappies will be asked to give permission to apply Sudocrem at the discretion of the member of staff changing the nappy.

SICKNESS

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents - or other authorised adults - if a child becomes ill while in the setting.

We do not provide care for children who are unwell, have a temperature, or sickness and diarrhoea, or who have an infectious disease.

Children with head lice are not excluded, but must be treated to remedy the condition. Parents are notified if there is a case of head lice in the Pre-School.

Parents are notified if there is an infectious disease such as chicken pox.
We have a covid19 policy

HIV (Human Immunodeficiency Virus) may affect children or families attending the Pre-School. Staff may or may not be informed about it. Children or families are not excluded because of HIV.

Good hygiene practices concerning the clearing of any spilled bodily fluids are carried out at all times.

Ofsted is notified of any infectious diseases that a qualified medical person considers notifiable.

EXCLUSIONS

Sometimes it may be necessary to exclude children from sessions on health grounds. It is our policy to abide by the Communicable Disease - Guidance for Schools document which is displayed in the office.

Exclusion will include the following:-

- Any child who has had diarrhoea or sickness (can return 48 hours after the last bout of sickness of diarrhoea).
- Chickenpox (until spots become dry)
- Conjunctivitis (unless medical advice and treatment have been sought)
- Gastro-enteritis (can return a minimum of 72 hours after the last bout of sickness or diarrhoea).
- Glandular fever
- Hand, foot and mouth
- Hepatitis A (for 7 days after jaundice appears and feeling well)
- Influenza
- Impetigo (for 48 hours after treatment has commenced unless lesions can be covered)
- Mumps (until swelling has subsided)
- Rubella (for 7 days after onset of rash)
- Scabies (until 1 day after treatment has started)
- Scarlet fever (until 48 hours after treatment has started)
- Whooping cough (for 21 days after onset) - if treated with antibiotic can return when clinically well
- Covid 19. If a child has a temperature a new persistent cough, or loss of taste or smell the child will not be able to return until a negative test has been given (we will need to see proof) or the child has isolated for the set amount of time asked for by the government.

If during the course of a session any signs or symptoms of any of the above become apparent the parent/carer will be contacted and the child sent home.

The chairperson and Manager reserve the right to make final decisions on exclusions.

ILL CHILDREN

When a child becomes ill at our Pre-School it is our policy to send the child home to ensure the child has his/her needs met in the most appropriate way and to protect other children and adults from the risk of infection.

- Any member of staff suspecting a child is unwell or contagious must report this to a senior member of staff.
- A member of staff will make sure the child is as comfortable as possible away from other children.
- The person in charge will telephone the parents first: if no answer other emergency contact numbers will be tried.
- If parents or emergency contact numbers do not answer, one member of staff will care for the child until the end of the session.
- A member of staff will continue to contact and communicate with the parents/carers.
- Parents will always be advised to seek the advice of a medical practitioner.
- Where staff are concerned about a child's condition deteriorating, e.g. suspected meningitis, an ambulance will be called.
- In the event of an accident requiring immediate medical attention an ambulance will be called.

SAFETY OF ADULTS

Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.

When adults need to reach up to store equipment or to change light bulbs they must use the step ladder.

All warning signs are clear and in appropriate languages.

The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.

The Manager can exercise their discretion to require a member of staff to return home if they feel the member of staff is unfit for work.

RECORDS

In accordance with the National Standards for Day Care, we keep records of:

ADULTS

- Names and addresses of all staff on the premises, including temporary staff who work with the children or who have substantial access to them.
- Names and addresses of the owners or of all members of the management committee.
- All records relating to the staff's employment with the setting, including application forms, references and results of checks undertaken etc.

CHILDREN

- Names, addresses and telephone numbers of parents and adults authorized to collect children from the Pre-School.
- The names, addresses and telephone numbers of emergency contacts in case of children's illness or accident.

- The allergies, dietary requirements and illnesses of individual children.
- The times of attendance of children, staff, volunteers and visitors.
- Accident and medication administration records.
- Consents for outings, administration of medication, emergency treatment and incidents.

In addition, the following procedures and documentation in relation to health and safety are in place:

NATIONAL STANDARD 6: SAFETY

- Risk assessment.
- Record of visitors.
- Fire safety procedures.
- Fire safety records and certificates.
- Operational procedures for outings.

NATIONAL STANDARD 7: HEALTH

- Administration of medication.
- Prior parental consent to administer medicine.
- Record of the administration of medicines.
- Prior parental consent for emergency treatment.
- Accident record.
- Sick children.
- No smoking.

STATEMENT OF INTENT

This setting regards snack and meal times as an important part of the Pre-School's session/day. Eating represents a social time for children and adults and helps children to learn about healthy eating.

AIM

At snack time we aim to provide nutritious food. We will always ensure children's individual dietary needs are met. We aim to meet full requirements of the National Standards for Day Care on Food and Drink (Standard 8).

METHODS

Before a child starts to attend the Pre-School, parents will have informed us of their children's dietary needs and preferences, including any allergies.

We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.

We provide nutritious snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.

We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.

We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.

Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups, to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.

We are sensitive towards children's dietary needs and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of his/her diet or allergy.

We organise meal and snack times so that they are social occasions in which children and staff participate.

We use meal and snack times to help children develop independence through making choice, serving food and drink and feeding themselves.

We provide children with utensils that are appropriate for their age and stages of development and that take account of the eating practices in their cultures.

We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can access their water bottles at any time of the day during the session/day.

We inform parents who provide food for their children about the storage facilities available in the Pre-School.

In order to protect children with food allergies, we discourage children sharing and swapping their food with one another.

For children who drink milk, we provide semi-skimmed milk.

PACKED LUNCHES

- Ensure packed lunches are refrigerated.
- Encourage parents to provide sandwiches with a healthy filling, fruit and milk based deserts such as yogurt. We discourage sweet drinks and can provide children with water.
- Discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort.
- If we are aware of a child with a severe nut allergy we will respectfully request all parents/carers not to send nuts or nut products in a child's packed lunch.
- Ensure a member of staff sits with children at lunch and snack times, so that mealtime is a social occasion.

IT IS THE PARENTS RESPONSIBILITY TO INFORM US OF ANY CHANGES TO YOUR CHILDREN'S DIETARY REQUIREMENTS, PREFERENCES AND ALLERGIES.

23. EQUAL OPPORTUNITIES

Statement of Intent

Swanton Abbott Pre-School is open to all, regardless of race, religion, gender, ethnicity, disability and social standing is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

The Pre-School always aims to acknowledge and value each individual child's individual stage, ability, culture, religion, language and family group. This will give our children the self-confidence to move onto the next stage in their development.

We recognise that parents are our young children's primary educators and welcome their involvement into our setting in order to ensure that the children's home based learning and the learning opportunities we offer extend and re-enforce each other.

We actively seek to combat sexism and promote equal opportunities for girls and boys, women and men.

We also promote equal opportunities for children with special needs and their families. (See next section also).

We would make every effort to ensure:

- Information will be clearly communicated in as many languages as is necessary.
- The medical, cultural and dietary needs of children, families and adults in the setting will be met.
- We plan our programme to extend the children's experience and knowledge of other cultures, languages and celebrations.
- We ensure that activities reflect the diversity of our society, not just our setting.
- We encourage children to explore in a positive way the differences and diversity of people by ensuring the representation of people are accurate and realistic, i.e. dolls, puppets and models.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable. We will respond in a way that is sensitive to the feelings of the victim and help those responsible to understand and overcome their prejudices.
- We seek to enable adults with disabilities to take part in our setting where it is safe and reasonable to do so.
- We monitor our practice and have regular meetings to discuss and decide how to improve our practice and procedures.
- Meetings, events and courses will take into account the needs of families with young children, and will be designed to ensure all who wish to be involved in the organisation and management of our setting have an equal opportunity to do so.
- We do not refuse or discriminate against children for reasons relating to disability.
- Make children feel valued and good about themselves.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.

- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process.
- All job descriptions will include a commitment to valuing equality and recognising and respect diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute experiences of their everyday life to the setting.
- We encourage parents/carers to take part in the setting and to contribute fully.
- For families who speak a language in addition to English, we will ensure that they feel fully included within the setting.
- We offer a flexible payment system for families of differing means.

24. INTIMATE CARE

Each child has a key carer. Each key carer receives training to enable them to understand and recognise every child's right to safety, privacy and dignity when contact of a physical or intimate nature is required.

Nappy and Clothes Changes

When a nappy requires changing, the member of staff will log the date and time of the nappy change together with any other significant information about the child's health and wellbeing.

In the event a child requires a full change of clothes, the member of staff will log the date and time of the change of clothes together with any other significant information about the child's health and wellbeing.

Cuddle

As a Pre-School we feel giving a cuddle is a natural form of comfort. Building a secure attachment with staff is vital to a child's emotional wellbeing. Our staff will never discourage or turn away a child that initiates a cuddle.

Hand-holding

It is acceptable to hold hands and it is recognised that children sometimes enjoy holding hands with the adults around them. Hand holding should never be used as a method of control or restraint unless the child is in immediate danger.

Affection

Some children like to show affection by kissing. This type of affection would **never** be initiated by a member of staff, however, so as not to diminish a child's self-confidence around familiar people the adult will turn their face so that their cheek is kissed.

Lap-sitting

Staff do not encourage children to sit on laps, however, when a child instigates or is update we will respond accordingly.

Physically Intervening

Staff have a 'Duty of Care' towards all children. Therefore if a situation arises where a child is likely to be at risk of harm, a member of staff will intervene appropriately. The action taken will be dependent on the situation at that moment in time. If this should happen a senior member of staff will be notified, the incident documented and the parent/carer informed.

25. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

We have a duty of care to all our children.

As an inclusive setting our Pre-School is aware that some children have special educational needs and/or physical disabilities that require particular support and assistance. We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome.

The Pre-School is committed to the integration of all children in its care. The Pre-School also believes that children with special educational needs and disabilities (SEND) have a right to play, learn and be able to develop to their full potential alongside other children. Whenever possible, children with special educational needs and/or physical disabilities will have access to the same facilities, activities and play opportunities as their peers. Further, where possible, treatments and therapeutic interventions will be delivered through play.

The policies, procedures and practices of the Pre-School in relation to children with special educational needs and/or physical disabilities are consistent with current legislation and guidance. Special Educational Needs Code of Practice 2015 and the Equality Act 2010.

The Pre-School believes that by identifying individual needs and taking proactive steps alongside parents/carers and other statutory professionals or agencies, all children should be able to play a full, active and equal part in the Pre-Schools activities.

SENCO: Owen Willer

The Manager, SENCO and the child's key carer will liaise together to ensure the provision for children with special educational needs and/or physical disabilities are met. A designated person will be fully trained and experienced in the care and assessment of such children.

In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where this is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

Records will be maintained as required under the EYFS framework. Such records will be available to parents and will show how the setting supports children with SEN and disabilities.

Information is cascaded to all staff to ensure continuity of care and that all requirements of the child are met.

26. BEHAVIOUR MANAGEMENT

Our Pre-School recognises the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment.

All staff have a responsibility to carry out effective behaviour management.

The aims of our Behaviour Management policy are to:

- Help children to develop a sense of caring and respect for one another.
- Build caring and co-operative relationships with other children and adults.
- Develop a range of social skills and help them learn what constitutes acceptable behaviour.
- Develop confidence, self discipline and self esteem in an atmosphere of mutual respect and encouragement.

BEHAVIOUR MANAGEMENT STRATEGIES

The Pre-School, the Manager and staff team will manage behaviour, according to clear, consistent and positive strategies. Parents/carers are encouraged to contribute to these strategies, raising any concerns or suggestions.

Behaviour management in the Pre-School will be structured around the following principles:

- Positive behaviour will be reinforced with praise and encouragement.
- Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to re-direct children's energies by offering them alternative and positive options. Staff will be open in stating and explaining non-negotiable issues.
- When dealing with negative behaviour, staff will always communicate in a clear, calm and positive manner.
- Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Staff will facilitate regular and open discussions with children about their behaviour. This will help them to understand the negative aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions.
- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Staff will try to discuss concerns with parents/carers at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it.
- Children who experience bullying, racism or other unacceptable behaviour will be given the support to gain confidence in speaking out.
- Staff will encourage and facilitate mediation between children and try to resolve conflicts by discussion and negotiation.
- Activities will be varied, well planned and structured so that children are not easily bored or distracted.

DEALING WITH NEGATIVE BEHAVIOUR

When confronted with negative behaviour, staff will be clear to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.

'Disengaged behaviour' may indicate that a child is unsettled. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity.

'Disruptive behaviour' describes a child whose behaviour interrupts others play. Staff will collectively discuss incidents and agree on the best way to deal with them. Strategies may change depending on individual children's, therefore, behaviour is discussed at weekly team meetings.

'Unacceptable behaviour' refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. Staff will be clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a child from the situation.

When an incident of negative behaviour occurs, staff will listen to the child or children concerned and hear their reasons for the actions. Staff will then explain to the child or children (according to their developmental level) what was negative about their behaviour and that such actions have consequences for both themselves and other people.

Staff will make every attempt to ensure that children understand what is being said to them. Children will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to re-join the group.

In the event that unacceptable behaviour persists, with parents/carers' permission the staff would contact the Development Worker for guidance and referral if necessary.

THE USE OF PHYSICAL INTERVENTIONS

Staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.

Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversions, to deal with the behaviour. Three members of staff have attended Step-On training and briefed the rest of the staff on appropriate procedures.

A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.

Only the minimum force necessary to prevent injury or damage should be applied. For example, by diverting a child or children by leading them away using an arm around their shoulders in the mittens hold. Any physical intervention deemed essential will use the minimum of force over the shortest period of time. These may include:

- Physical interposing between two children.
- Blocking a child's path if they are intent on hurting another child.
- Deflecting a hand or foot, or another body part that is intended to make contact with another child or adult.
- Shepherding a child away by placing the hand in the centre of their back.
- Moving a child who is refusing to leave an area, by picking them up and taking them to the appropriate place, for example from inside to outside.

- Moving a child to a quiet area with the support of an adult, when their behaviour is disturbing the activities of others in the room.

As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.

Where a member of staff has had to intervene physically to restrain a child the Manager will be notified and the incident recorded in the incident file. The incident will be discussed with the parents/carers at the earliest possible opportunity.

If a staff member commits any act of violence or abuse towards a child at the Pre-School, serious disciplinary action will be implemented, according to the provisions of the Staff Disciplinary Procedures Policy.

27. BULLYING

Our Pre-School is committed to providing an environment for children that is safe, welcoming and free from bullying. Bullying of any form is unacceptable in our Pre-School, whether the offender is a child or an adult. The victim is never responsible for being the target of bullying.

Everyone involved in the Pre-School, staff, children and parents/carers will be made aware of the Pre-School's stance towards bullying. Such behaviour will not be tolerated or excused under any circumstances.

The Pre-School defines bullying as the repeated harassment of others through emotional, physical, verbal or psychological abuse. Examples of such behaviour are as follows:

Emotional: Being deliberately unkind, shunning or excluding another person from a group or tormenting them. For example, excluding another person from a game or activity, or making fun of another person.

Physical: Pushing, scratching, spitting, kicking, hitting, biting, taking or damaging belongings, tripping up, punching or using any other sort of violence against another person.

Verbal: Name calling, put-downs, ridiculing or using words to attack, threaten or insult.

Psychological: Behaviour likely to install a sense of fear or anxiety in another person.

PREVENTING BULLYING BEHAVIOUR

The Manager and staff will make every effort to create a tolerant and caring environment in the Pre-School, where bullying behaviour is not acceptable. Staff will discuss the issues surrounding the bullying openly, including why bullying behaviour will not be tolerated and what the consequences of this will be.

DEALING WITH BULLYING BEHAVIOUR

Despite all efforts to prevent it, bullying behaviour is likely to occur on occasions and the Pre-School recognises this fact. In the event of such incidents, the following principles will govern the Pre-School's response:

- All incidents of bullying will be addressed thoroughly and sensitively.
- Children will be encouraged to immediately report any incident of bullying that they witness. They will be reassured that what they say will be taken seriously and handled carefully.
- Staff have a duty to inform the Manager if they witness an incident of bullying involving children or adults in the Pre-School.
- If a child or member of staff tells someone that they are being bullied, they will be given the time to explain what has happened and reassured that they were right to tell.
- The individual who has been the victim of bullying will be helped and supported by the staff team. They will be kept under close supervision and staff will check on their welfare regularly.
- In most cases, bullying behaviour can be addressed according to the strategies set out in the Behaviour Management Policy. The bully will be encouraged to discuss their behaviour and

think through the consequences of their actions. Where appropriate, they will be encouraged to talk through the incident with the other person concerned.

- Where bullying behaviour persists, more serious actions may have to be taken, as laid out in the Suspensions and Exclusions policy.
- A member of staff will inform the parents/carers of all the children involved in a bullying incident at the earliest possible opportunity. If appropriate, staff will facilitate a meeting between the relevant parents/carers. At all times, staff will handle such incidents with care and sensitivity.
- All incidents of bullying will be reported to the Manager and will be recorded in the incident file. In the light of reported incidents, the Manager and other relevant staff will review the Pre-School's procedures in respect of bullying.

28. SUSPENSIONS AND EXCLUSIONS

In most cases, bullying behaviour can be addressed according to our behaviour management policy. If bullying behaviour persists even though/when staff and parents have exhausted all other options serious actions may have to be taken through suspensions and exclusion.

We have a duty of care to protect all our children.

There may be occasions when strategies followed from our behaviour management policy alone will not alter or prevent bullying behaviour. Persistent unacceptable behaviour from a child will result in parents/carers receiving a written warning the manager about their child's actions. Such reports will be kept and behaviour monitored.

Details of all warnings, suspensions and exclusions will be recorded and kept in the incident file. The timescale of individual situations will vary at the discretion of the manager and in consultation with the parents depending on the severity of the behaviour.

Parents/carers will be asked to meet with the manager and key carer to discuss the situation and how all parties can support the child. External agencies may also be called in for support and advice.

As a last resort, the Pre-School has the right to temporarily suspend or permanently exclude a child in the event of persistent and unresolvable, unacceptable behaviour.

Only in the event of an extremely serious or dangerous incident will a child be suspended with immediate effect. In such circumstances, parents/carers will be contacted immediately and asked to collect their child.

In the event of a suspension, the Manager will arrange a meeting with the parents/carers to discuss the incident and decide if it is possible for the child to return to Pre-School. In setting such a sanction, consideration will obviously be made according to the child's age and severity of the case.

29. PARTNERSHIP WITH PARENTS

Our Pre-School recognises that parents/carers play the fundamental role in a child's development and this should be acknowledged as the basis for a partnership between the Pre-School and parents/carers.

The staff team are committed to working in partnership with parents/carers to provide high quality, safe and stimulating care, learning and play opportunities for children. The Pre-School aims to achieve this by:

- Ensuring that parents/carers are made to feel welcome and valued in all dealings with the Pre-School.
- Ensuring that parents'/carers' concerns are always listened to by the Pre-School whenever they are raised. The Manager will ensure that parents/carers receive a prompt response from the Pre-School.
- Information and records held by the Pre-School on a child are available to their parents/carers upon request, unless it is subject to investigation by the police or other statutory agencies.
- Ensuring that the Pre-School's policies and procedures are made available to parents/carers by means of the internet or a paper copy held at the Pre-School.
- Parents are made aware on a regular basis about the activities that are planned and provided for their children.
- Ensuring that there are regular opportunities for parents/carers to meet with staff and discuss their child's progress and any problems that they might be experiencing.
- Ensuring that any complaints from parents/carers are dealt with swiftly and effectively in accordance with the provisions of the Complaints Procedure policy.
- Encouraging parents/carers to undertake supportive roles in the Pre-School, including becoming involved in the management committee where appropriate and advising them of any special events.
- Keeping parents/carers up to date with any changes in the operation of the Pre-School, such as alterations to the opening times or changes to fees.
- Pre-School provides, as a means for parents to communicate with their child's key worker, home/school link books.
- Staff are available on a daily basis for a brief chat, or appointments can be made if necessary for longer discussions.

30. TRANSITION

At Swanton Abbott Pre-School we organise transitions around the needs of the individual child. We understand that we have a statutory duty to ensure continuity for children during periods of transition. We believe that smooth transitions support the personal, social and emotional development, learning and future success of every child.

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

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

We allocate a key carer before the child starts. If the child displays a stronger attachment to another member of staff then we will transfer him/her to a new key carer. The key carer is responsible for settling the child into our setting. All staff offer unconditional regard for the child and are non-judgemental.

Transition from home into Swanton Abbott Pre-School

We value the parent as the first educator of their child:

- Parents are welcome to come and visit our setting at any time but we do ask that an appointment is made so that we can ensure a member of staff is available to meet with them.
- A welcome pack and registration form are given on the first visit.

We have a clear welcome procedure:

- A nominated member of staff welcomes and looks after the child at the child's first sessions and during the settling-in process. A key carer will be allocated once an attachment has been formed.
- We use pre-start visits and the first session at which a child attends to explain the routine of Pre-School.
- We collect essential information through a registration form as well as information from the parents about the child's needs, likes, dislikes, routines and development, in the form of "All About Me". It assists the key carer in understanding the emotional needs of the child and enables them to match the home routine of the child within our setting, wherever possible.
- Our policies are available to parents. They may borrow a copy to read from our 'loan folder' and a copy is available to view on our website.
- If a child is a little anxious we encourage them to make a "this is me" box with their parents/carers decorated by them and containing items that are important to them. This provides a link between home and pre-school and helps with the transition.

We create an environment in our setting that reflects the needs and interests of the child:

- We use boards to display information about what happens in the setting and we use photographs of children at play to effectively engage with parents. We also have a series of scrap books documenting special occasions, trips, visits, celebrations and every day life.
- We allocate all children with a peg, drawer and storage basket, identified by their name alongside a photograph. This helps children feel more secure.

Transition from pre-school setting into school

Swanton Abbott Pre-School aims to maintain good relationships, built on professional respect, with all local feeder schools:

- Staff from feeder schools are invited to visit the child within our setting during the Summer term prior to transition, to make the Key carer in the receiving school aware of the likely emotional needs of the child.
- Written information is shared with school via the parents and carers.

We organise (if necessary) and attend a 'transition meeting' for those children identified additional needs, with the support of our Early Years Support Teacher. Parents and carers, staff from feeder school and key carers are invited, alongside any other relevant professionals, in order to ensure the child's needs can be met in school.

All children have a summary of their Learning Story so far written by their key carer, identifying information about the child with links to the EYFS. This document also includes a section for the thoughts of the child and the thoughts of the parents/carers to be recorded at this stage of the child's journey.

At the end of the Summer Term, the Manager delivers, in person, every child's report to their future schools if requested by the Reception class teacher.

31. LOOKED AFTER CHILDREN

Swanton Abbott Pre-School is committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

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

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

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

PRINCIPLES

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC
- We do not offer placements for babies and children under two years who are in care. Instead we offer a referral for any enquiry to local children's centre to enable a child to play and engage with other children where their carer stays with the child
- We offer places to two-year-old children in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the Pre-School will last a minimum of three months
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the Pre-School will last a minimum of six weeks.
- We will always offer 'stay and play' provision with their foster carer, for a child who is two to four years old who is still settling with their foster carer, or who is only temporarily being looked after
- Where a child who normally attends our Pre-School is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child

PROCEDURES

- The designated person for looked after children is the designated Child Protection Officer (CPO)
- Every child is allocated a key carer before they start and this is no different for a looked after child. The designated CPO ensures the key carer has the information, support and training necessary to meet the looked after child's needs
- The designated CPO and the key carer liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared
- The Pre-School recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the role of the birth parents or foster carers in relation to the Pre-School without prior discussion and agreement with the child's social worker
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months and thereafter at three to six monthly intervals
- The care plan needs to consider such issues for the child as:
 - the child's emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - the child's sense of self, culture, language/s and identity - how this is to be supported;
 - the child's need for sociability and friendship;
 - the child's interests and abilities and possible learning journey pathway; and
 - how any special needs will be supported.
- In addition the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the Pre-School, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required;
 - wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the Pre-School's activities that include parents, such as outings, fun-days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key carer sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child
- In the first few weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support

- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage 6 areas of learning
- Concerns about the child will be noted in the child's file and discussed with the foster carer
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the Pre-School's Safeguarding Children Policy
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer
- Transition to school will be handled sensitively and the designated CPO and or the child's key carer will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents

FURTHER GUIDANCE

- *Guidance on the Education of Children and Young People in Public Care (DfEE 2000)*
- *Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)*
- *Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)*

32. UNCOLLECTED CHILDREN

If a child is not collected at the arranged time, then we will assume an emergency has caused the delay and will instigate our procedure, unless parents contact the Pre-School to let them know they will be delayed.

For children who are not collected within 20 minutes of the expected time, and the Manager has not been contacted by the parent/guardian, the following procedure will take place.

- The Manager will call the parents on given contact numbers.
- If no one is available, the Manager will call the additional emergency contact numbers from the admissions form who has permission to collect the child.
- We will keep trying the numbers for a period of one hour. If no one can be contacted from all the available telephone numbers the Manager will call the Social Services Duty Team and request collection of the child.
- At all times two members of staff will be present and they and the child will remain on the setting premises until the child is collected.

33. MISSING CHILDREN

If a child goes missing while in the care of the setting the Pre-School Leader will instigate the following procedure.

- Instigate a search of the premises without causing undue panic amongst other children.
- A minimum of two members of staff will search the immediate surrounding area. If a child is not on the premises the search will widen to the surrounding area.
- The Manager will inform the Primary School of the situation.
- After five minutes if the child has not been found the police and parents/carers will be contacted whilst continuing the search.
- Maintain correct adult child ratios.
- Review security procedures after the event.
- Inform all relevant parties of findings, implications and outcomes of review.

34. COMPLAINTS PROCEDURE

Our complaints policy is issued to all families as part of the registration process. It is also available via our website and upon request.

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

We will investigate all written complaints, including those relating to the Early Years Foundation Stage requirements, and notify complainants of the outcome of the investigation within 28 days of having received the complaint.

We also keep a Complaints Summary Log of all complaints received, action taken and the outcomes. When completing this record we will bear in mind the need for appropriate confidentiality.

Where parents/carers are not satisfied that their child is receiving the free entitlement in the correct way (as set out in this funding agreement and in Early Education and Childcare Statutory guidance for local authorities), a complaint can be submitted direct to the Manager or the Chairperson.

Making a complaint

Stage 1

Any person, parent or carer, who has a concern about an aspect of the setting's provision should raise this verbally with the Manager or their child's key carer.

Most concerns should be resolved amicably and informally at this stage.

Stage 2

If the matter is not resolved by the method set out in Stage 1, or if the problem recurs, the person, parent or carer moves to Stage 2 of the procedure by putting their concerns or complaint in writing to the Manager and the Chairperson of the Management Committee.

The complainant may approach the Manager for assistance in putting their concerns or complaint in writing.

We will keep all written complaints in the complaints file.

We will investigate all written complaints and will record the process that was taken to ensure the complaint was fully investigated, e.g. interviews and reviews of records; who was involved in the investigation without identifying any individuals named in the complaint including staff or any child; any referrals made to an external agency, e.g. local authority environmental health department or children's services.

Details of the outcome of the investigation will include any action(s) identified by the setting; any action set or taken by Ofsted; any action taken by another external agency, where permission to do so has been given; the outcome of the investigation, identifying any areas where it is felt improvements to the setting could be made; if a member of staff was dismissed following the investigation (and under what circumstances) [if this was due to the fact they placed a child at risk of significant harm, they may need to be referred on to the Independent Safeguarding Authority's barred list - advice can be sought from the ISA and Ofsted].

When the investigation into the complaint is completed, the Manager will meet with the complainant to discuss the outcome. A separate letter to the complainant giving more detail may also be issued, if requested or we believe it is appropriate.

Should the complaint be resolved at this stage, the summative points are logged in the Complaints Summary Log.

Stage 3

If the complainant is not satisfied with the outcome of the investigation, s/he may request a meeting with the Manager and the Chairperson of the Management Committee. The Complainant is advised to have someone present during the meeting for support.

An agreed written record of the discussion is made as well as any decision or action to take as a result. All the parties present at the meeting shall sign the record and receive a copy of it. We will keep a copy of this document in the complaints file.

Should the complaint be resolved at this stage, the summative points are logged in the Complaints Summary Log.

Stage 4

If at Stage 3 the complainant and the setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.

Staff or volunteers within the Pre-School Learning Alliance are appropriate persons to be invited to act as mediators.

The mediator shall keep all discussions confidential. S/he can hold separate meetings with the Complainant and the Manager and Chairperson of the Management Committee, if this is decided to be helpful. The mediator shall keep an agreed written record of any meetings that are held and of any advice given.

When the mediator has concluded her/his investigations, a final meeting between the complainant, the Manager and the Chairperson of the Management Committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator may be present at the meeting if all parties feel this will help a conclusion to be reached.

A written record of this meeting, including the decision on the action to be taken is made. Everyone present at the meeting signs the record and receives a copy of it. We will keep a copy of this document in the complaints file.

Should the complaint be resolved at this stage, the summative points are logged in the Complaints Summary Log.

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Safeguarding Children Committee

Persons, parents and carers may approach Ofsted directly at any stage of the complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Early Years Foundation Stage requirements are adhered to.

The address and telephone number of our Ofsted regional centre are:

The National Business Unit
Ofsted
The Royal Exchange Buildings
St Ann's Square
Manchester
M2 77A

Tel: 0300 123 1231 (Ofsted Golden Number)

If a child appears to be at risk, we follow the procedures of the Area Safeguarding Children Committee in our local authority.

In these cases, both the parent and the setting are involved and the Manager works with Ofsted or the Area Safeguarding Children Committee to ensure a proper investigation of the complaint, followed by appropriate action.

Records

A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint, how the complaint was managed and the outcome. This information is recorded in the Complaints Summary Log and is available for any parent, staff member or committee member of the setting to view.

We will keep the record of concerns and complaints for at least three years.

We must provide Ofsted, on request, with a written record of all complaints made during any specified period and the action that was taken as a result of each complaint.

35. SAFEGUARDING

The purpose of our safeguarding policy is to ensure every child at our setting is safe and protected from harm. This means we will always work to:

- Protect children at our setting from maltreatment;
- Prevent impairment of a child's health or development;
- Ensure that children at our setting grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children at our setting to have the best outcomes.

This policy will give clear direction to staff, volunteers, visitors and parents about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our setting.

Our setting fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered at our setting. The elements of our policy are prevention, protection and support.

Our child protection procedures comply with all relevant legislation and other guidance or advice from the Norfolk Safeguarding Children's Board (see Key Legislation and Guidance at the end of this policy)

ETHOS

The child's welfare is of paramount importance. Our setting will establish and maintain an ethos where children feel secure, are encouraged to talk, are listened to and are safe. Children at our setting will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

All staff and regular visitors will, either through training or induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

Throughout our learning we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

This policy has been written in accordance with the Norfolk Safeguarding Children Board (NSCB) guidance and the Early Years Foundation Stage (2008/2012) requirements.

Confidentiality

All staff and volunteers have a "confidential relationship" with our families. It is our intention to respect the privacy of our children and families. (Please see the confidentiality policy)

- All staff at the setting paid or unpaid must keep concerns confidential and only share them with those that need to know in order to protect children in line with the referral process.
- Records will always be kept secure and only accessible to those who need to know in order to protect children.
- All staff paid or unpaid must read and sign the setting's safeguarding policy which includes the requirements for confidentiality.

Procedures

New staff, students and volunteers will be informed of the safeguarding arrangements at our setting. They will be given a copy of our safeguarding policy and told who the Safeguarding Lead Practitioner (SLP) and Deputy SLP are.

Every new member of staff, student or volunteer will have an induction period that will include safeguarding information. The induction will remind staff of their responsibility to safeguard all children.

All staff, students and volunteers will, either through training or induction know how to recognise a disclosure from a child, be it verbally or through changes in their behaviour and will know how to manage this. We will not make promises to any child and we will not keep secrets.

If a child leaves our setting about whom there are child protection concerns, the SLP will alert the Multi-Agency Safeguarding Hub by telephone and confirm this in writing.

Ofsted will be notified if any serious allegations are made.

Roles and Responsibilities

Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Early Years Foundation Stage. Early years providers should ensure that:

- All staff complete safeguarding training that enables them to recognise signs of potential abuse and neglect.
- The manager is designated to take lead responsibility for safeguarding children within the setting and will liaise with the Multi-Agency Safeguarding Hub if necessary.

It is the responsibility of every member of staff, volunteer and regular visitor to our setting to ensure that they carry out the requirements of this procedure and, at all times, work in a way that will safeguard and promote the welfare of all of the children at our setting. (Please also see the Staff Development and Training policy)

Role in Setting	Name	Contact Details
Registered Person	Chantelle Harrison	
Manager	Sarah Webb	01692 538987

		admin@swantonabbottpreschool.co.uk
Safeguarding Lead Practitioner	Sarah Webb	01692 538987 admin@swantonabbottpreschool.co.uk
Deputy Safeguarding Lead Practitioner	Owen Willer	01692 538987

The Registered Person of Swanton Abbott Pre-School is accountable for ensuring the effectiveness of this policy and our compliance with it, although, our committee takes collective responsibility to safeguard and promote the welfare of our children.

The Chair of the committee will ensure that:

- The safeguarding policy is in place and is reviewed annually, is referred to in our welcome pack and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Board policies and procedures.
- A senior member of staff is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the senior member of staff.
- All staff have undertaken appropriate child protection training.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance.
- Safer recruitment practices are followed in accordance with the requirements of Safeguarding Children and Safer Recruitment in Education, 2006.
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

At the AGM the committee will receive a safeguarding report, however, if a serious case arises they will be notified immediately. At each meeting they will receive a report that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the setting. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

At Swanton Abbott Pre-School the Manager is responsible for:

- Identifying a senior member of staff to be the SLP.
- Identifying an alternate member of staff to act as the Deputy SLP in his/her absence.
- Ensuring that policies and procedures adopted by the committee are fully implemented and followed by all staff.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with the agreed whistle-blowing procedures.

Any concern for a child's safety or welfare will be recorded in writing. Through appropriate training, knowledge and experience our SLP will liaise with other agencies where necessary, and make referrals of suspected abuse to the Multi-Agency Safeguarding Hub.

The SLP at Swanton Abbott Pre-School will represent our school at child protection conferences and core group meetings and will be responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow.

The SLP will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

The SLP will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the setting in accordance the policies and procedures and will complete external training as appropriate.

In the absence of the SLP the Deputy SLP will take responsibility for these duties.

Training

When new staff, volunteers or regular visitors join our setting they will be informed of the safeguarding arrangements in place. They will be given a copy of our setting's safeguarding policy and told who our SLP is.

Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our setting and the responsibilities of the SLP.

New staff who have not had any child protection/safeguarding training or staff who have had training more than three years ago will be provided with an introduction to safeguarding and will then be trained with the rest of the staff at least three yearly.

Through weekly staff meetings information regarding policies and procedures or updates will be recorded and shared with all staff, students and volunteers. Any amended policies are displayed for parents/carers to read.

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. This can be accessed via Norfolk Safeguarding Children Board at www.nscb.norfolk.gov.uk. The SLP will also provide regular safeguarding updates for staff.

Parents/carers

Swanton Abbott Pre-School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area. (Please see the Partnership with Parents policy)

When new children join our pre-school, parents and carers will be informed that we have a safeguarding policy. All parents/carers are requested to read all the policies and procedures and must indicate they have done so on the admission form. A copy of the safeguarding policy can be provided to parents on request. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to the Multi-Agency Safeguarding Hub.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and

confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the pre-school has about a child will not prevent the SLP making a referral to Multi-Agency Safeguarding Hub in those circumstances where it is appropriate to do so.

What is abuse and neglect

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicted harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

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

Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safer working practice

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

All staff will have access to and be expected to know our pre-school's Code of Conduct and policy for intimate care. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed Norfolk Steps training will be kept by the Manager. (Please also see our Intimate Care policy)

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in pre-school.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in Safer Working Practice for Adults who work with Children and Young People in Education Settings, DCSF, March 2009. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Allegations against adults

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our setting. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the Norfolk Safeguarding Children Board Protocol 27: Allegations Against Staff, Carers and Volunteers is adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 01603 223473.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Manager immediately. Should an allegation be made against the Manager, then the individual concerned should contact the LADO directly, this will be reported to the Registered Person. In the event that the Manager or Registered Person is not contactable on that day, the information must be passed to and dealt with by the Deputy SLP. (Please also see the Whistle Blowing and Staff Disciplinary Procedure policies)

The Manager or Registered Person will seek advice from the LADO within one working day. No member of staff or the committee will undertake further investigations before receiving advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Manager or Registered Person should contact the LADO directly on 01603 223473.

Other relevant policies

Safeguarding children is much broader than child protection. Please refer to the following policies for further information:

- Intimate Care
- Partnership with parents
- Uncollected Child
- Missing Children
- Whistle-Blowing
- Confidentiality
- Staff Development and Training

Key legislation and guidance

This policy has been devised in accordance with the following legislation and guidance:

- Early Years Foundation Stage (EYFS) 2014
- Working Together to Safeguard Children, 2013
- Children Act 2004
- Children and Families Act 2014
- What to do if you are worried a child is being abused 2006
- Children Act 1989 s47
- Protection of Children Act 1999
- Data Protection Act 1998
- SEND Code of Practice 2014

- Safeguarding Children and Safer Recruitment in Education', DfES 2006
- Norfolk Safeguarding Children Board procedures
- Norfolk Safeguarding Children Board Protocol 27: Allegations Against Staff, Carers and Volunteers
- Dealing with Allegations of Abuse against Teachers and other Staff, DfE, 2011

Safeguarding procedures

Swanton Abbott Pre-School adheres to child protection procedures that have been agreed locally through the Norfolk Children's Safeguarding Board.

The SLP should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our setting. If the SLP is not available, the Deputy SLP should be contacted regarding any concerns.

It is *not* the responsibility of pre-school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy. Any member of staff or visitor to the setting who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the SLP or, if unavailable, to the Deputy SLP. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

All concerns about a child should be reported without delay and recorded in writing.

Following receipt of any information raising concern, the SLP will consider what action to take and seek advice from Multi-Agency Safeguarding Hub as required. All information and actions taken, including the reasons for any decisions made, will be fully documented. Children Board NSCB 1 form.

Confidentiality must be maintained and information relating to individual children/families shared with staff on a strictly need to know basis.

All referrals will be made in line with Norfolk Children's Services procedures as outlined in MASH.

NORFOLK MASH Multi-Agency Safeguarding Hub: Referral Procedures

Where an agency/organisation or worker has concern for the welfare or safety of a child they can make a telephone referral via Care Connect by telephone 0344 800 8020.

A telephone referral must then be confirmed in writing using the form marked NSCB1, within a maximum of 48 hours, ideally 24 hours. The completed NSCB1 can be:

- Faxed to the MASH Team on 01603 762445
- Posted to: The MASH Team Manager, Floor 5, Vantage House, Fishers Lane, Norwich, Norfolk, NR2 1ET.
- NCSB1 forms can also be e-mailed to MASH via mash@norfolk.gcsx.gov.uk but must only be sent from a secure email address.

Safeguarding Consultation Line

You can request a professional consultation if you are not clear about how to support a family and require further advice about a child. This is provided by the MASH Team. In order to access this service call Customers Services on 0344 800 8020 and state that you request a professional consultation. This procedure replaces the consultation service previously offered by the local Duty Teams.

Please note that consultations should not be used in circumstances where you suspect immediate risk or harm to a child e.g. when the child has made a disclosure of abuse or you suspect the child is present with a non-accidental injury. In these circumstances, you should contact Multi-Agency Safeguarding Hub and explain that you wish to make a referral or, if immediate action is needed, contact the police on 999.

36. WHISTLE-BLOWING

At Swanton Abbott Pre-School we understand that whistle-blowing is an important aspect of safeguarding, where staff, volunteers and students are encouraged to share genuine concerns about a colleague's behaviour. We understand that this behaviour may not be child abuse; however the adult may not be following the code of conduct or could be pushing boundaries beyond normal limits.

We recognise that if a member of staff, volunteer or student raises concerns about a wrong doing to Swanton Abbott Pre-School or to another organisation they are protected under the Public Interest Disclosure Act 1998. The Act applies where a worker has a reasonable belief that their disclosure tends to show one or more of the following offences or breaches:

- A criminal offence,
- The breach of legal obligation,
- A miscarriage of justice,
- A danger to the environment, or
- Deliberate covering up of information tending to show any of the above.

Swanton Abbott Pre-School will support measures that protect whistle-blowers from any form of victimisation. We have a procedure to ensure concerns are dealt with effectively and efficiently and will do all that we can to preserve the confidentiality of the person/s who has raised a concern.

If a member of staff, volunteer or student has a concern the procedure below should be followed:

- Raise concern with the Manager or the Chairperson.
- Concerns can be verbal or written.
- Concerns must then be written down clearly and include the background, history, names, dates and places and reason for the disclosure. When raising a concern the whistle-blower needs to demonstrate that they have an honest and reasonable suspicion that malpractice has occurred, is occurring or is likely to occur.
- The Manager or Chairperson will respond to the concern, by carrying out an initial enquiry to decide if an investigation should take place.

Concerns may be resolved by agreed actions without the need for investigation.

If urgent action is required this will be taken before any investigation is carried out.

We will endeavour to explain to the whistle-blower how the concerns will be dealt with within 10 working days of the concern.

All concerns will be treated with confidence and every effort will be made not to reveal a staff member's, volunteer's or student's identity. However, while making all reasonable efforts to maintain the confidentiality of the concern, at a certain stage in the investigation it will be necessary to make the origins of the concern known to the person or persons the allegations is against. All concerns raised within the remit of this policy will be assessed to determine if the

confidentiality extends to withholding the name of the complainant. There shall be a substantial reason for doing so, such as a real risk of personal harm. The complainant should be aware however, that their identity may be revealed by inference.

We accept that deciding to report a concern can be very difficult and uncomfortable. If a member of staff, volunteer or student makes an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against him/her. If, however, a member of staff, volunteer or student makes an allegation frivolously, maliciously or for personal gain, disciplinary actions may be taken against them.

Ofsted Whistle-Blowing Hotline:

Telephone: 0300 123 3155,

Email: whistleblowing@ofsted.gov.uk

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

37. CODE OF CONDUCT

The Setting, it's staff, it's committee and it's volunteers must:

- Prioritise the safety and wellbeing of children, and maintain a focus on their needs.
- Treat children, parents, carers and colleagues with dignity and respect.
- Provide good role modelling - in respect of professional behaviour.
- Communicate effectively and professionally. This includes avoiding inappropriate language, remarks and gestures.
- Maintain confidentiality as appropriate, and be clear about when information will be shared.
- Maintain professional integrity and recognise appropriate boundaries. This includes not sharing personal phone numbers with children and parents, and not using social networking sites to communicate to anyone regarding the setting or any aspect of work in an early years and childcare setting.
- Present themselves appropriate in a work context. This includes wearing appropriate and safe clothing.
- Behave appropriately in a work setting. This includes being appropriate in terms of promoting healthy eating and drinking and all other behaviour.
- Behave appropriately outside the work setting.
- Not misuse substances such as drugs and alcohol that might have a detrimental effect on children or an individual's suitability to work in an early years and childcare setting.
- Take responsibility for informing the manager of any information about any health/personal issues that might have a detrimental effect on suitability to work with children.
- Access relevant training, and ensure learning is embedded in practice.

38. DOCUMENTATION AND INFORMATION

The Pre-School recognises the importance of maintaining up to date and accurate records, policies and procedures necessary to operate safely, efficiently and in accordance with the law.

The Pre-School is also aware of its obligations with regard to the storing and sharing of information under the Data Protection Act 1998, and is committed to complying with its regulations and guidance. The Manager and staff are aware of the implications of the Data Protection Act 1998 in so far as it affects their roles and responsibilities within the Pre-School.

The Pre-School is committed to a policy of openness with parents/carers with regard to its policies and procedures and the information that the Pre-School holds on their child. Records and information will be made available to parents/carers on written request unless subject to an exemption. If for any reason a request is going to be refused, then the decision, and an explanation, will be communicated in writing.

RECORD KEEPING

Ordinarily, information kept on a child will include:

- Birth name (along with any other name the child is known by).
- Date of birth.
- Gender.
- Ethnic background.
- Religion.
- Home address and telephone number(s).
- Parents and carers name.
- Parent or carers place of work and contact number (s).
- Any other emergency contact names and numbers.
- Family doctor's name, address and telephone number.
- Details of any special dietary requirements, allergies and food and drink preferences.
- Record of immunization.
- Appropriate records of children's progress and achievements.
- Names of people authorised by parents/carers to collect children.
- Any other information relating to the child deemed by staff or parents/carers to be relevant and significant.

Additionally, and in accordance with our policies and procedures, the following records and information will be stored and maintained by the Pre-School:

- An up to date record of all the staff, students and volunteers who work at the Pre-School, including their name; address; telephone number; Disclosure and Barring Service check; references; employment details and any other information (such as their Personal Development Plan) accrued during their time spent working at the Pre-School.
- The daily attendance registers, as set out in the Arrivals and Departures policy.
- An up to date waiting list with details of all children waiting for a place at the Pre-School, as set out in the Documentation and information policy.
- Records of the activities planned and implemented by the Pre-School, including any off -site visits and outings.

- Records of any medication being held by staff on behalf of children, along with the signed Administration of Medication Form, in the Medication Record Book (in accordance with the Health, illness and Emergency policy).
- An inventory of all equipment owned or used by the Pre-School, including safety checks and repairs carried out (in accordance with the Equipment policy).
- A fully completed and up to date Accident Record book and incident Record book.
- Additionally, a regularly updated version of the admissions list will be kept off the premises, but close by, in case of an emergency, such as a fire.

NOTIFICATION OF CHANGES

The Pre-School recognises its responsibilities in keeping children, parents/carers, staff and Ofsted informed of any changes to the running or management of the Pre-School that will directly affect them.

Wherever possible, if changes are to be made affected parties will be given as much warning as possible. In the case of proposed changes that are of considerable scope or importance, the Pre-School will facilitate consultation with the affected groups or individuals.

In the following cases, it is mandatory for the Pre-School to inform Ofsted at the earliest possible opportunity:

- Any change in members of staff.
- Any significant change to the premises.
- Any significant change to the operational plan of the Pre-School.
- Any allegation of abuse by a member of staff or volunteer or any abuse which is alleged to have taken place on the premises.
- Any other significant event.

39. CONFIDENTIALITY

The management committee, staff, volunteers and any other individual associated with the running or management of the Pre-School will respect confidentiality by:

- Not discussing confidential matters about children with other parent/carers.
- Not discussing confidential matters about parent/carers with children or other parent carers.
- Not discussing confidential information about other staff members.
- Only passing sensitive information, in writing or oral form, to relevant people.

In circumstances where staff have good reason to believe that a child is at risk, or is likely to be at risk, of child abuse or neglect, the Safeguarding policy will override confidentiality on a 'need to know' basis.

Information received by the Pre-School is often confidential and in order to maintain parent's confidence in our professional approach to this information we have the following procedures:-

- All parents can see the details kept about their child and themselves at any time.
- Parents will not be given access to the information kept on other children and their families.
- Feedback given to parents on their child's progress will be given directly to the parents unless they state a third party can be involved i.e. childminder etc.
- Information about a child's medical needs or status i.e. HIV or concerns about Child Protection issues will be kept in a separate file and will only be available to authorised personnel.
- Staff, students and visitors to the setting will be made aware of the importance of confidentiality of information and their responsibility within the Pre-School.
- Information about individual members of staff will not be given out to anyone without permission of that person except in the case of Child Protection.

40. DATA PROTECTION POLICY

We, Swanton Abbott Pre-School, are the Data Controller for the purposes of the Data Protection Act. We collect information from you, and may receive information about you from your previous Early Years setting. We hold this personal data and use it to:

- support teaching and learning;
- monitor and report on progress;
- provide appropriate pastoral care
- assess how well the setting as a whole is doing.

This data includes your contact details, relevant assessment results, attendance information, characteristics such as ethnic group, special educational needs and disabilities and any relevant medical information.

This data may only be used or passed on for specific purposes as allowed by law. From time to time the setting is required to pass on some of this data to local authority departments, including Children's Services, the Department for Education (DFE), and to agencies that are prescribed by law, such as the Qualifications and Curriculum Development Agency (QCDA), Ofsted, the Department of Health (DH), Primary Care Trusts (PCT), The Learning Records Service, or any successor bodies. All these are data controllers in respect of the data they receive, and are subject to the same legal constraints in how they deal with the data.

Children, as data subjects, have certain rights under the Data Protection Act, including a general right to be given access to personal data held about them by any data controller. The presumption is that by the age of 12 a child has sufficient maturity to understand their rights and to make an access request themselves if they wish. A parent would normally be expected to make a request on a child's behalf if the child is younger.

If you wish to access your personal data, or that of your child, then please contact: Melissa Ford, Administrator on 01692 538987 or admin@swantonabbottpreschool.co.uk.

If you require more information about how the LA and/or DFE store and use this data please go to the following websites:

- <http://www.schools.norfolk.gov.uk/School-administration/Legal/Privacy-notice/NCC116088>
- <http://www.education.gov.uk/researchandstatistics/datatdatam/b00212337/datause>

If you are unable to access these websites, please contact the LA or the DFE as follows:

- Information and Intelligence Team
County Hall,
Room 530,
Martineau Lane,
Norwich,
NR1 2DL
Email: irc.data@norfolk.gov.uk
Tel: 01603 223913

- Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
Website: www.education.gov.uk
Email: info@education.gsi.gov.uk
Tel: 0870 000 2288

USEFUL CONTACTS

Pre-School Learning Alliance Norfolk Office
9 & 10 Anderson Yard
Park Lane
Norwich
NR2 3EL
Tel: 01603 767525
Fax: 01603 767525
Email: norfolkpla@pre-school.co.uk

Childcare Information Service (CIS)
Tel: 01603 622292
www.childcareline.gov.uk

Ofsted
General: Tel: 0845 6014771
Complaints: Tel: 0845 6014772
www.ofsted.gov.uk

Children's Services
Tel: 0844 8008014

42. SWANTON ABBOTT PRE-SCHOOL
ADMISSON FORM

Child's Surname: Child's First Names:
Male / Female (delete as appropriate) Date of Birth:
Parent/Carer's Name:
Child's Home Address:
..... Postcode:
Telephone Number (Home): (Mobile):
E-mail address:
Health Visitor: H/V Telephone Number:
First Spoken Language:

Emergency Contact Numbers

(With permission to collect in case of an emergency if we cannot contact the Parent/Carer)

Name of Contact (1):
Address:
..... Postcode:
Telephone Number: Relationship:

Name of Contact (2):
Address:
..... Postcode:
Telephone Number: Relationship:

Persons with Permission to Collect Child

(With prior notice from Parent/Carer)

Name: Relationship:
Name: Relationship:
Name: Relationship:

Doctor's Details

Name of GP: Telephone Number:
Surgery Address:
..... Postcode:

Child's Ethnicity:

White

- British
- Irish
- White Other

Black or Black British

- Black Caribbean
- Black African
- Black Other

Asian or Asian British

- Indian
- Pakistani
- Bangladeshi
- Asian Other

Mixed

- White and Black Caribbean
- White and Black African
- White and Asian
- Mixed Other

Chinese

Other

Prefer not to say

PLEASE NOTE - ATTENDANCE AT SWANTON ABBOTT PRE-SCHOOL DOES NOT AUTOMATICALLY RESERVE A PLACE AT SWANTON ABBOTT CP SCHOOL.

SAFEGUARDING STATEMENT

Safeguarding responsibilities in an early years and childcare setting

- To promote positive outcomes for all children, early years and childcare settings are committed to building open and supportive professional relationships with families.
- Everyone working with children has a 'duty of care' to keep children safe and protect them from harm. This means that adults have a duty to report any child protection or welfare concerns to Children's Services/the police.

The Safeguarding Lead Practitioner (SLP) with safeguarding responsibilities is Teresa Drew.

Teresa will be happy to answer any questions you have about these responsibilities and what it means for you, your child and the setting.

In their absence the deputy Safeguarding Lead Practitioner (SLP) is Annette Pease.

Medical Information

Has your child been immunised against the following?

Diphtheria: Yes / No Polio: Yes / No Meningitis C: Yes / No HIB: Yes / No
Tetanus: Yes / No MMR: Yes / No Whooping Cough: Yes/No

Please list any medical conditions that may affect your child's development or welfare, i.e. asthma, orange or peanut allergy:

.....

Please list any family preferences, i.e. religious beliefs, avoidance of meat or dairy products:

.....

Please indicate if your child has any dietary needs?

.....

Please provide any other information that may help with the care of your child or any special needs of your child (short/long term, temporary or permanent):

.....

Does your child/family have a CAF (Common Assessment Framework) or FSP (Family Support Programme) in place? Yes/No

I have completed written permission to give child named medicine (as attached) Yes / No

The Policies and Procedures can be found on our website - www.swantonabbottpreschool.co.uk,
Click on information, scroll down to policies and procedures and click on download.

I have read and am familiar with each of the sections Yes / No
(if you do not have internet access please see Teresa who will provide a paper copy)

Does your child attend another setting? Yes / No

If yes, would you give permission for us to contact the setting to ensure progression and continuity of learning and care? Yes / No

I hereby confirm that the information contained in this form is correct to the best of my knowledge and belief.

Signed: Date:

Print Name:

Professional Visits

From time to time professionals, such as an Early Years Advisor, attend at Pre-School to ensure that our high standards are being maintained. At this time, your child may be discussed with this professional. This is normal procedure within all settings to ensure the holistic development of all the children.

It is our aim to ensure that all children reach the developmental milestones and should we consider your child needs additional support, for example from a speech therapist, we will make appropriate referrals without delay. We will, of course, discuss any concerns we may have with you.

Please sign below to confirm that you consent to such discussions and referrals to take place.

Signed:

Date:

Print Name:

DATA PROTECTION

I consent to our data being used solely to enable the setting to provide care and education to our child in partnership with us. The information will only be provided to a third party with our permission. I understand personal data held by the setting will be for specified purposes such as to enable me to be contacted in case of an emergency. I understand it is my responsibility to ensure the setting has up to date accurate information about my contact details and anything else deemed significant. I understand these details will be kept for two years after our child leaves the setting.

Signed: Date:

Print Name:

Payment of fees should be made in advance, preferably termly or half-termly, although if this causes difficulty then please discuss with the Administrator. Please note that any such discussions are kept entirely confidential. Please also note that your child may be refused admittance if fees have not been paid by the due date. The payment of fees helps to cover the day-to-day running expenses, including the purchase of equipment and staff wages. All fees are reviewed annually. The Committee reserves the right to increase fees for special events. Please make all cheques payable to Swanton Abbott Pre-School.

THE INFORMATION ON THIS ADMISSION FORM WILL BE KEPT STRICTLY CONFIDENTIAL

During normal Pre-School activities children are observed, monitored and occasionally photographed, this is to comply with OFSTED requirements for pre-school education, for staff training and to publicise the activities of the Pre-School. We also like to update our website with new photographs on a regular basis. If you are happy for your child to be included in this process and for photographs to be included in our website please sign the declaration below. If you are not happy for any reason please let the Manager know and your wishes will be respected.

I give permission for the above child to be photographed during Pre-School activities and take part in observation and monitoring procedures carried out by Pre-School staff. Please be aware that your child may appear alongside another child in that child's learning story.

Signed: Date:

Print Name:

SWANTON ABBOTT PRE-SCHOOL
CONSENT FOR ADMINISTERING DRUGS OR MEDICINES TO A CHILD

Address of Setting:

Youngman's Lane, Swanton Abbott, Norwich, Norfolk, NR10 5DZ

I, the parent of

give permission for a trained member of staff to administer prescribed medication needed by my child whilst in Pre-School care. The procedure described on the label will always be followed:

Signed: (parent)

Date:

Medicine Name	Dosage to be taken	Person Administering	Witness	Time Parent Informed	Parent Signature

Medicine/drugs returned to parent

Signed: (parent)

Date:

Signed: (person in charge)

Date:

SWANTON ABBOTT PRE-SCHOOL
CONSENT FORM FOR EMERGENCY TREATMENT

I,, hereby give consent for the Play Leader to attend a medical establishment with my child if either I or my emergency contact are unobtainable in the event of an emergency causing my child to attend a hospital or doctor's surgery.

Signed:

Date:

COMMITTEE

The Pre-School is a charity and is run by a committee. The purpose of the committee is to make decisions upon the running of the Pre-School and to raise funds.

We pride ourselves on having a friendly and hardworking committee from diverse backgrounds who all bring enthusiasm and ideas to the Pre-School. You do not need to have any qualifications or indeed any previous experience of being on a committee or involved in education to join our committee. Any help, ideas or advice you can offer is invaluable. Without a committee the Pre-School cannot remain open.

If you would like to be involved in the running of the Pre-School please sign the form below and either the current Chairperson or the Administrator will contact you to provide further information.

Signed:

Date:

Privacy Notice - Data Protection Act 1998

We, Swanton Abbott Pre-School, are the Data Controller for the purposes of the Data Protection Act. We collect information from you, and may receive information about you from your previous Early Years setting. We hold this personal data and use it to:

- support teaching and learning;
- monitor and report on progress;
- provide appropriate pastoral care
- assess how well the setting as a whole is doing.

This data includes your contact details, relevant assessment results, attendance information, characteristics such as ethnic group, special educational needs and disabilities and any relevant medical information.

This data may only be used or passed on for specific purposes as allowed by law. From time to time the setting is required to pass on some of this data to local authority departments, including Children's Services, the Department for Education (DfE), and to agencies that are prescribed by law, such as the Qualifications and Curriculum Development Agency (QCDA), Ofsted, the Department of Health (DH), Primary Care Trusts (PCT), The Learning Records Service, or any successor bodies. All these are data controllers in respect of the data they receive, and are subject to the same legal constraints in how they deal with the data.

Children, as data subjects, have certain rights under the Data Protection Act, including a general right to be given access to personal data held about them by any data controller. The presumption is that by the age of 12 a child has sufficient maturity to understand their rights and to make an access request themselves if they wish. A parent would normally be expected to make a request on a child's behalf if the child is younger.

If you wish to access your personal data, or that of your child, then please contact: Sarah Wright, Administrator on 01692 538987 or admin@swantonabbottpreschool.co.uk.

If you require more information about how the LA and/or DfE store and use this data please go to the following websites:

- <http://www.schools.norfolk.gov.uk/School-administration/Legal/Privacy-notice/NCC116088>
- <http://www.education.gov.uk/researchandstatistics/datadatam/b00212337/datause>

If you are unable to access these websites, please contact the LA or the DfE as follows:

- Information and Intelligence Team
County Hall,
Room 530,
Martineau Lane,
Norwich,
NR1 2DL
Email: irc.data@norfolk.gov.uk
Tel: 01603 223913
- Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
website: www.education.gov.uk
email: info@education.gsi.gov.uk
tel: 0870 000 2288.