



Stanwix Community Pre-School

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Carlisle, Cumbria

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We are pleased to welcome you to Stanwix Community Pre-School, we hope you find this booklet useful and helps you get to know us and how we work.

**Becky Clarkson
Pre-School Manager**

- CACHE level 3 Diploma for children and young people
- Child protection
- First Aid
- Food Hygiene
- Communication
- Champion Co-ordinator
- Named Child protection person in the group

**Rhona Hammond
Pre-School Manager**

- NVQ level 3 Early Years
- First Aid
- Child protection
- Food Hygiene
- SENCO
- Named Child protection Person in the group
- Behaviour Manager
- Co-ordinator

**Megan Barrett
Relief Room Leader
& Pre-School
Assistant**

- Level 3 Diploma Childcare & Education
- Diploma of Higher Education Level 4 Early Years Education & Development
- First Aid
- Food hygiene
- Child protection
- SENCO

**Helen Thomson
Pre-School
Assistant**

- CACHE level 3 Diploma for children and young people
- Child protection
- First Aid
- Food hygiene

**Angela Corrieri
Pre-School Assistant**

- PGCE Primary Education
- Food Hygiene
- Child protection
- First Aid

**Stacey Pape
Pre-School
Assistant**

- Early Years Care and Education Level 3
- Food Hygiene
- Child protection
- First Aid

Chris Ward
Lunch time assistant

Marzley Johnstone
Lunch time assistant

**Relief Play Assistants
Judith Edmondson**

Advanced Diploma in
Education
Child Protection

As well as the playgroup staff, we often have students and or apprentices doing a range of child care courses, who come to help us and learn about child care practices.

We have a number of sessions available to you and your child:

	Start	Finish	Free entitlement
Morning Session - If viable	8.30 or 8.45	11.30	3 hours or 2 ¾ hours
Morning session -	9.00	11.30	2 ½ hours
Morning session with lunch	8.30 or 8.45	12.30	4 hrs or 3 ¾ hrs £2.25 lunch fee*
Morning session with lunch -	9.00	12.30	3 ½ hours £2.25 lunch fee*
Afternoon session	12.30	3.00	2 ½ hours
Afternoon session	12.30	3.30	3 hours
Full day session	8.30 or 8.45	3.30	7 hrs or 6 ¾ hrs £2.25 lunch fee*
Full day session	9.00	3.00	6 hours £2.25 lunch fee *

(Cost per hour = £4.25)

*payable to Stanwix School

There are several factors that we must make you aware of before you decide upon your sessions. As part of the free entitlement you are **NOT** allowed to:

- Use more than 10 hours in one day
- Use less than 2.5 hours in one day

You have the option of bringing a packed lunch or ordering a hot meal, which is delivered to us by Stanwix School.

Am I entitled to the Nursery Education Grant?

All children are entitled to claim up to 15 hours a week starting in the term after their 3rd birthday. You can use your 15 hours over two settings. You may also be eligible for an additional 15 hours of free childcare for working parents. To check the eligibility criteria, log on to www.childcarechoices.gov.uk

Assessments & Observations

Children's observations are referenced to the Early Years Foundation stage (EYFS) curriculum

These are:

1. PSE: Personal social and emotional
2. C&L: Communication & language
3. PD: Physical Development
4. Lit: Literacy
5. M: Mathematics
6. EAD: Expressive arts and design
7. UW: Understanding the world

Birth to three years follows numbers 1, 2 and 3, we then move onto all 7 areas of the curriculum.

We also observe their characteristics of learning, these are;

1. Playing and exploring (Independence, can I do this? Am I engaged in playing?)
2. Active learner (Do I want to do this? Am I keen to get involved?)
3. Creating and thinking critically (How will I do this? What happens if I do this?)

In other words; Skill, Will and Thrill!

Summative reports

The summative report which we send out to you every three months, shows you the age range which we have observed your child working within. Children are all individuals with different interest and their stages of development may differ. Therefore, some sections of the summative report may not have your child within the age range that you expect. It may also be that we have not yet observed your child in that particular area. **Please be assured that if we were any way concerned about your child's progress we would inform you immediately.**

Parents as Partners

Your comments and suggestions regarding your child's interests are very important to us at pre-school and we value your support. Let us know your child's achievements at home, their likes and dislikes, or areas where you would like our support.

We also feel it is important to share information with any additional child care settings you child attends. This enables us to gain a more accurate view of what your child can do, helping us to plan more effectively to meet their individual needs and interests. Your key person will discuss this with you when your child starts our setting.



Activity table



Snack table



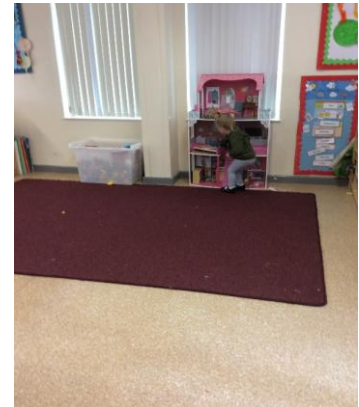
Quiet/Book corner



Home Corner



Play dough table



Carpet/Story time area



Water Area



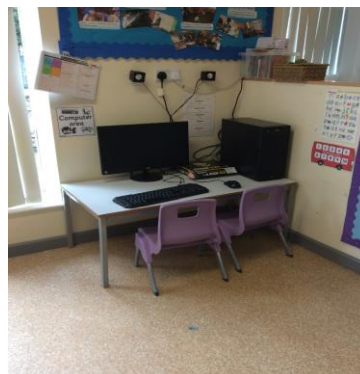
Sand Area



Music Area



Craft Table



Computer Area

We really value the opportunities that the outdoor environment can offer. Therefore, we use our outdoor provision in all weathers. We have waterproof clothing for your child to wear and appropriate footwear to enable them to enjoy the opportunities available.

Play is how young children learn about themselves and the world around them.

They can explore objects and surroundings in their play

Why is play so important for young children?

They learn new skills and knowledge through a wide range of activities.

They develop their language and communication skills

They learn how to share and co-operate together through play.

Playgroup's Daily Routine

Time	Activity
8.30 8.45 9.00 12.30	Welcome parents/carers and children – discuss with parents any important information regarding their child or family. This information to be recorded on communication sheets to ensure all staff are aware and can support child. Register to be completed, daily absences record.
8.45 9.00 12.30	Free play – children have the opportunity to access continuous provision. The children choose where they want to play, while adults play alongside introducing new ideas and resources to support their play. Children also have free access to outdoor provision. Focused activities – the children will have the opportunity to part take in planned activities. These are adult lead activities linked to the topic or theme or individual child's interest or from information gathered from a key person observation/next step. Assessments will be completed and form part of the child's progress record. Rolling snack – children will have the opportunity to come and have a piece of fruit and a drink at any time during their free play session. Dietary requirements will be displayed on the inside of a cupboard door for staff to check when preparing snacks (this door is locked on an evening to maintain confidentiality). Children have a self registration board, this enables staff to know which children have and have not had their snack.
11.00 2.35	Tidy up – the children will be encouraged to tidy away the resources.
11.15 2.45	Story time - stories linked to theme/topic, that have links to SEAL, or letters and sounds. Children may be split into two groups based upon abilities and needs, to ensure stories are delivered at an appropriate level and can extend children's learning and vocabulary.
11.15 2.45	Song/music time – variety of activities from letters and sounds, including singing and exploring musical instruments
11.25 2.55	Preparation for home time – supporting children in putting on coats, collecting their pictures or things they have made. Children take part in individual book browsing
11.30 11.45	Preparation for lunch time – children are asked to self select a book to 'read' while every gets ready for lunch. Children are asked to go to the toilet and wash their hands. Children having a packed lunch or a hot meal – children are all seated around the table and staff assist the children in opening the contents of the lunch bags and the cutting up of the hot meals. We use lunch times to help children develop independence through making choices and feeding themselves, however staff are there to encourage them to eat savoury food first. We have two lunch time assistants to help every day. We have at least three members of staff in the room during the lunch period. Once the children have finished eating, they are able to leave the table and resume play.

Mission statements and aims

Stanwix Community Pre-School, a member of the Pre-school Learning Alliance aims to enhance the development and education of the children. Primarily under statutory school age by offering rich, first hand experiences. We have a dedicated team of staff whose primary aim is the happiness, education and welfare of the children. Stanwix Community Pre-School takes care to ensure that everybody is treated as an individual with equal rights regardless of race, religion, gender or ability; individuality is promoted and valued. We offer a caring and friendly atmosphere in which to prepare your child for the early school years. We offer a wide range of activities to develop new skills at your child's own pace. We are a registered charity which is run by a management committee made up of parents whose children attend the Pre-school.

How do I become a committee member?

If you would like to become a member of the committee please speak to Rhona or Becky or simply come along to one of our committee meetings. Notices are displayed on our door to inform you of our next meeting. **It is vital we do have a core committee of parents/carers otherwise we cannot operate under our charity regulations, so please spare us some of your time if you can.**

Your 2018/2019 Pre School Committee Members

Chair: Sarah Ward	Co Chair: Rachel Seminara
Secretary: Rachel O'Carroll	
Treasurer: Justine Varah & Emma McKerr	
Health and Safety: Faye Hetherington	
Buyer Rebecca Dockerty	
General Members: Becky Clarkson, Rhona Hammond, Jen Bullamore, Carol Joyce, Natalie Pieri	

Lunches and Snacks



Those children who stay all day can either bring in their own packed lunch or can order a hot meal that will be brought over from Stanwix School.

We operate a rolling snack system with milk and water readily available throughout our sessions. We ask our parent/carers to bring in a piece of fruit, although we are not able to accept nuts in case of allergies. We also buy bread, crackers, cereal and yogurts for snack time treats. You are more than welcome to bring in birthday cake as part of your child's celebrations, we never say no to cake!

We kindly ask parents/carers if they can contribute a voluntary donation of 50p a week to our craft and snack box. It is a huge help towards the cost of buying our snack time treats and supplies for the craft table.

Although the children can access snack throughout the day. We usually try to ensure that all the children have had their snack by 10.45am and/or 2.30pm to avoid 'putting them off' their lunches or evening meal, particularly if it is a birthday treat.

Sometimes the children can be distracted by our wonderful resources and don't eat much lunch. If this is the case, we will offer them their packed lunches again in the afternoon or offer an alternative snack. We always ensure that the children have eaten and drank something throughout the day. If they haven't, we will inform you upon collection time.

We ask all parents to read our policies, this gives you detailed information on the running of the pre-school. We have included a brief overview of what we consider to be the most important policies. However, we still ask that you read all our policies. A full copy of the policies is available in hard copy.

Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

10.2 Admissions

Policy statement

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

Procedures

- We ensure that information about our setting is accessible, using simple plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
 - We arrange our waiting list by ensuring the children who are already in the setting and remaining with us for the new autumn term will be allocated spaces first.
- In addition, our policy may take in to account:
 - the age of the child, with priority given to children who are eligible for the free entitlement (Pre-school Children)
 - We accept children from the age 2 years and 6 months, dependent upon the availability of space and readiness* of the individual child.
 - We only accept 2-year-old funded children in exceptional circumstances at the discretion of the Managers. This is subject to a face to face visit by parents/carers and the child, to discuss in detail our routine and procedures of Stanwix Community Pre-School. The Managers will take in to account, if it is in the best interests and the readiness* of the individual child to attend the setting. This is subject to the full approval of the committee. These spaces may be limited to ensure the child to adult ratios are maintained.
 - the length of time on the waiting list;
 - the vicinity of the home to the setting;
 - whether any siblings already attend the setting; and
 - the capacity of the setting to meet the individual needs of the child.

- We offer funded places in accordance with our Local Authority and any local conditions in place at the time.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We do not admit a child for less than 2 sessions which must be taken over 2 days as this is not financially viable.
- The maximum number of children we enrol at any one time is 40, with the exception of an emergency admission.

***Readiness**

1. *The state of being fully prepared for something.*

2. *Willingness to do something*

Most settings will start accepting children at around age 2 ½ and in certain cases accept children from the age of 2 but that doesn't mean your child is magically ready for pre-school when he/she reaches that age.

Readiness for pre-school has more to do with where your child is developmentally. Is he/she socially, emotionally, physically, and cognitively ready to participate in a daily routine with a group of other children?

Has your child spent time away from you?

Starting a setting is a huge step for any child but particularly if your child is very young and has never spent any time away from you. If you have spent every day with them, the child can often find it distressing when left in an unfamiliar environment with unfamiliar adults and without you.

In preparation we recommend that you attend various mother and toddler groups and other child group activities. It may be advisable to try leaving your child with a family member to help reduce the child's anxiety at being left without you. Once the child realises you are coming back, they will find it easier. We do not believe that leaving a child to cry continuously will help them settle any quicker and in very young children, it can be hard to settle them, as they may struggle to understand when you are coming back and quite often continue to become more and more distressed. We believe that a child's distress will prevent them from learning and gaining the best from the setting. It also can unsettle and upset the other children.

As our pre-school is an open plan lay out, it may be unsuitable for some very young 2-year olds with regards to their own health and safety. Children who place objects in their mouths, are unsteady on their feet, climb upon tables, stand on chairs, appear to have no sense of danger, all of which would require one to one with an adult.

We could remove objects and implement safety devices in to the environment, however this will impact on the learning and development of the majority of the other children in the setting.

Although we do have a wide selection of resources for two-year olds, unfortunately we are unable to provide an area specifically for them. Therefore, we do not have cots and pushchairs for nap time, highchairs for snack time or any bottle preparation facilities as you would find in a baby room of a nursery.

- Stanwix Community Pre-School aims to support the childcare needs of its staff where possible, therefore the staff of the playgroup whose children are over two years and 6 months may enrol them as long as this does not interfere with the effectiveness of the member of staff during these sessions.
- Our setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.
- Our setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We support children and/or parents with disabilities to take full part in all activities within our setting.
- We monitor the needs and background of children joining our setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our Valuing Diversity and Promoting Equality Policy.
- We consult with families about the opening times of our setting to ensure that we accommodate a broad range of families' needs.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.

PLEASE NOTE

- Attendance of sessions that may add to any build-up of debt will be temporary suspended. For those accessing the free entitlement they will only be able to use their 15 hours, anything above this will be suspended.

Oversubscription criteria

Should we be oversubscribed our policy may take in to account the following:

- To accommodate an emergency admission (CLA – Looked after Child)
- Preschool children who are able to start with us in the Autumn term
- Children who live in the Stanwix School catchment area

This policy was adopted by	Stanwix Community Pre-School	<i>(name of provider)</i>
On		<i>(date)</i>
Date to be reviewed		<i>(date)</i>
Signed on behalf of the provider		
Name of signatory		
Role of signatory (e.g. chair, director or owner)		

Safeguarding and Welfare Requirement: Child Protection

Providers must have and implement a policy, and procedures, to safeguard children.

1.2 Child Protection

Safeguarding children, young people and vulnerable adults

Policy statement

Our setting will work with children, parents and the community to ensure the rights and safety of children, young people* and vulnerable adults. Our Safeguarding Policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy, which incorporates responding to child protection concerns.

Key commitment 1

Stanwix Community Pre-School are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

- Our designated person (a member of staff) who co-ordinates child, young person and vulnerable adult protection issues is:

Becky Clarkson & Rhona Hammond

- When the setting is open but the designated person is not on site, a suitably trained deputy is available at all times for staff to discuss safeguarding concerns.
- Our designated officer (a member of the management team) who oversees this work is:

Sarah Ward & Rachel Seminara

- The designated person, the suitably trained deputy and the designated officer ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.
- The designated person (and the person who deputises for them) understands LSCB safeguarding procedures, attends relevant LSCB training at least every two years and refreshes their knowledge of safeguarding at least annually.

- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social care team or the NSPCC. They receive updates on safeguarding at least annually.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children, 2018*) and are able to identify those children and families who may be in need of early help and enable them to access it.
- All staff understand LSCB thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of mobile phones), whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
- Volunteers must:
 - be aged 17 or over;
 - be considered competent and responsible;
 - receive a robust induction and regular supervisory meetings;

- be familiar with all the settings policies and procedures;
- be fully checked for suitability if they are to have unsupervised access to the children at any time.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number;
 - certificate of good conduct or equivalent where a UK DBS check is not appropriate;
 - the date the disclosure was obtained; and
 - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- All staff and volunteers may wish to disclose to us if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children.
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.
- Any personal information is held securely and in line with data protection requirements and guidance from the ICO.
- The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.

- The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern; however, this should not delay any referrals being made to children's social care, the LADO, Ofsted or Riddor.

Key commitment 2

Stanwix Community Pre-School are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG, 2015) and the Care Act 2014.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.

- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
- The designated person completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty that applies to teachers and health workers to report cases of Female Genital Mutilation to the police.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour-based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns and follow the LSCB procedures.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored on the child's personal file.
- In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns to the local authority children's social care team and co-operate fully in any subsequent investigation. NB in some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- We have a whistleblowing policy in place.

- Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing; if they feel that the organisation has not acted adequately in relation to safeguarding they can contact the NSPCC whistleblowing helpline.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child, although it is OK to ask questions for the purposes of clarification;
 - makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the designated person is informed of the issue at the earliest opportunity, and within one working day.
- Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

Making a referral to the local authority children's social care team

- The Pre-school Learning Alliance's publication *Safeguarding Children* contains procedures for making a referral to the local children's social care team, as well as a template form for recording concerns and making a referral.
- We keep a copy of this document alongside the procedures for recording and reporting set down by our Local Safeguarding Children Board, which we follow where local procedures differ from those of the Pre-school Learning Alliance.

Escalation process

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
- We will ensure that staff are aware of how to escalate concerns.

Informing parents

- Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events, unless it is felt that this may put the child at risk, or interfere with the course of a police investigation. Advice will be sought from social care if necessary.
- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should seek advice from children's social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

Liaison with other agencies

- We work within the Local Safeguarding Children Board guidelines.
- The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:

- inappropriate sexual comments;
- excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We ensure that all staff and volunteers know how to raise concerns about a member of staff or volunteer within the setting. We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with [our/my] response
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the Local Authority Designated Officer (LADO) to investigate and/or offer advice:

L.S.C.B lado@cumbria.gov.uk 01768 812267 0333 240 1727 (name and phone number)
- We also report any such alleged incident to Ofsted (unless advised by LADO that this is unnecessary due to the incident not meeting the threshold), as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process.

Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

Key commitment 3

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering children through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals.
- Designated persons receive appropriate training, as recommended by the Local Safeguarding Children Board, every two years and refresh their knowledge and skills at least annually.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.

- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the Local Safeguarding Children Board.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (2004 s11)
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- Data Protection Act (1998)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

Further guidance

- Working Together to Safeguard Children (HMG, 2018)
- What to do if you're Worried a Child is Being Abused (HMG, 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)

- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Guidance for Practitioners providing Safeguarding Services (DfE 2015)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)

This policy was adopted by Stanwix Community Pre-School *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director
or owner)

Other useful Pre-school Learning Alliance publications

- Safeguarding Children (2013)
- Safeguarding through Effective Supervision (2013) Employee Handbook (2016)
- People Management in the Early Years (2016)

*A 'young person' is defined as 16 to 19 years old – in our setting they may be a student, worker, volunteer or parent.

Safeguarding and Welfare Requirement: Health

The provider must promote the good health of children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.

6.2 Managing children who are sick, infectious, or with allergies

Policy statement

We aim to provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic trigger.

Procedures for children who are sick or infectious

- If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – our manager call the parents and ask them to collect the child, or to send a known carer to collect the child on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water, but kept away from draughts.
- The child's temperature is taken using a forehead thermometer strip, kept in the first aid box.
- In extreme cases of emergency, an ambulance is called and the parent informed.
- Parents are asked to take their child to the doctor before returning them to the setting; we can refuse admittance to children who have the following contagious infection or diseases:
 - temperature, sickness, diarrhoea, impetigo, conjunctivitis, hand foot and mouth, chicken pox, slapped cheek (fifth disease) croup or scarlet fever. (See complete list below)
- Where children have been prescribed antibiotics for an infectious illness or complaint (as complete list below), we ask parents to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, we ask parents to keep children home for 48 hours following the last episode.
- After sickness, we ask parents to keep children home for 48 hours following the last episode.
- Some activities, such as sand and water play, and self-serve snacks where there is a risk of cross-contamination may be suspended for the duration of any outbreak.

- We have a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374 and includes common childhood illnesses such as measles.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to Public Health England.
- When we become aware, or are formally informed of the notifiable disease, our manager informs Ofsted and contacts Public Health England, and act[s] on any advice given.

HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults. We:

- Wear single-use vinyl gloves and aprons when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Use protective rubber gloves for cleaning/sluicing clothing after changing.
- Rinse soiled clothing and either bag it for parents to collect or launder it in the setting.
- Clear spills of blood, urine, faeces or vomit using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.
- Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit using a disinfectant.

Nits and head lice

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

Procedures for children with allergies

- When children start at the setting we ask their parents if their child suffers from any known allergies. This is recorded on the Registration Form.
- If a child has an allergy, we complete a risk assessment form to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
 - The nature of the allergic reactions (e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc).

- What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
- Control measures - such as how the child can be prevented from contact with the allergen.
- Review measures.
- This risk assessment form is kept in the child's personal file and a copy is displayed where our staff can see it.
- Generally, no nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Insurance requirements for children with allergies and disabilities

- If necessary, our insurance will include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from our insurance provider must be obtained to extend the insurance.
- At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.
- Oral medication:
 - Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to our insurance provider. Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
 - We must be provided with clear written instructions on how to administer such medication.
 - We adhere to all risk assessment procedures for the correct storage and administration of the medication.
 - We must have the parents or guardians' prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to our insurance provider.
- Life-saving medication and invasive treatments:

These include adrenaline injections (EpiPens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

 - We must have:
 - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
 - written consent from the parent or guardian allowing our staff to administer medication; and
 - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
 - Copies of all three documents relating to these children must first be sent to the Pre-

school Learning Alliance Insurance Department for appraisal. Written confirmation that the insurance has been extended will be issued by return.

- Key person for special needs children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.:
 - Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
 - The key person must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.
 - Copies of all letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal. Written confirmation that the insurance has been extended will be issued by return.
- If we are unsure about any aspect, we contact the Pre-school Learning Alliance Insurance Department on 020 7697 2585 or email membership@pre-school.org.uk.

Diseases notifiable to local authority proper officers under the Health Protection (Notification) Regulations 2010:

- Acute encephalitis
- Acute infectious hepatitis
- Acute meningitis
- Acute poliomyelitis
- Anthrax
- Botulism
- Brucellosis
- Cholera
- Diphtheria
- Enteric fever (typhoid or paratyphoid fever)
- Food poisoning
- Haemolytic uraemic syndrome (HUS)
- Infectious bloody diarrhoea
- Invasive group A streptococcal disease
- Legionnaires' disease
- Leprosy
- Malaria
- Measles
- Meningococcal septicaemia
- Mumps
- Plague
- Rabies
- Rubella
- Severe Acute Respiratory Syndrome (SARS)
- Scarlet fever
- Smallpox
- Tetanus

- Tuberculosis
- Typhus
- Viral haemorrhagic fever (VHF)
- Whooping cough
- Yellow fever

This policy was adopted by Stanwix Community Pre-School *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (e.g. chair, director or owner) _____

Other useful Pre-school Learning Alliance publications

- Good Practice in Early Years Infection Control (2009)
- Medication Administration Record (2013)

Safeguarding and Welfare Requirement: Child Protection

The safeguarding policy and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting.

1.6 Use of mobile phones and cameras

Policy statement

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras in the setting.

Procedures

Personal mobile phones

- Personal mobile phones belonging to our staff and volunteers are not used on the premises during working hours.
- At the beginning of each individual's shift, personal mobile phones are stored in the office.
- In the event of an emergency, personal mobile phones may be used in privacy, where there are no children present, with permission from the manager.
- Our staff and volunteers ensure that the work telephone number is known to immediate family and other people who need to contact them in an emergency.
- If our members of staff or volunteers take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them.
- Our staff and volunteers will not use their personal mobile phones for taking photographs of children on outings.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. We make an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.

Cameras and videos

- Our staff and volunteers must not bring their own cameras or video recorders into the setting.
- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting whilst children are present.
- Photographs or recordings of children are only taken on equipment belonging to the setting.
- Our manager monitors camera and video use in the setting.

- Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included.
- Photographs and recordings of children are only taken of children if parents provide written permission to do so (found on the individual child's Registration Form).

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On _____ *(date)*

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Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment.

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises.

8.2 Maintaining children's safety and security on premises

Policy statement

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

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records via an enhanced disclosure with children's barred list check through the Disclosure and Barring Service.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

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 systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- Our staff checks the identity of any person who is not known before they enter the premises.
- We keep front doors and gates locked shut at all times. Back doors are kept locked shut at all times where they may lead to a public or unsupervised area.
- We have a safety gate in to the main playroom to ensure staff monitor children arriving and leaving individually.
- The personal possessions of staff and volunteers are securely stored during sessions.
- Minimal petty cash is kept on the premises.

Arrival

- Our morning sessions start at 8.30am, 8.45am and 9am. A member of staff will welcome parents/carers and children individually into our setting.
- PLEASE ENSURE THE DOOR INTO THE CLOAK ROOM AREA IS NOT PROPPED OPEN.

Departure

- To ensure security, we only allow one child to be collected at any one time. A member of staff will call for your child and let him/her know you are there.

Collection by another adult

- Staff will only allow a child to be collected by an authorised adult (these are those adults that are named on your child's registration form). **Staff need to meet and/or have a thorough description and ID of all authorised adults collecting children.**
- Parents/Carers must inform staff daily if another authorised adult is collecting their child. In cases where non-authorised adults are able to collect a child another adult may be appointed; Staff will ask the adult for identification before allowing the child to leave with the now authorised adult.
- **Stanwix Community Pre-School reserves the right to refuse an unauthorised adult from collecting your child.**

This policy was adopted by Stanwix Community Pre-School *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed on behalf of the provider

Name of signatory _____

Role of signatory (e.g. chair, director or owner) _____

Other useful Pre-school Learning Alliance publications

- Managing Risk (2009)