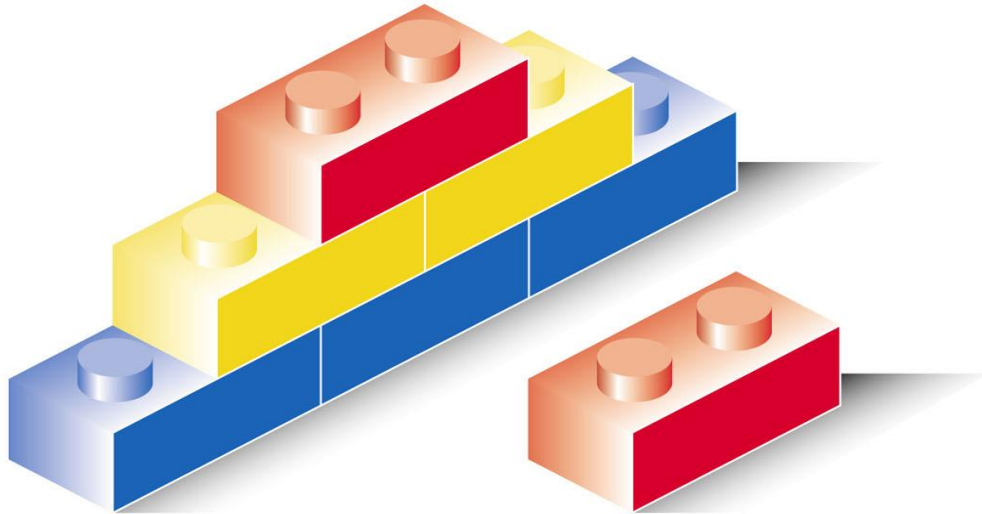


Prospectus

A Partnership between
Putnoe Heights Church and Hazeldene School

Building for the future....



Hazeldene Heights PRE-SCHOOL

AT PUTNOE HEIGHTS CHURCH

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UPDATED SEPTEMBER 2014

HAZELDENE HEIGHTS PRE SCHOOL HAS A STATUTORY DUTY TO SAFEGUARD AND PROTECT CHILDREN IN THEIR CARE

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These policies were last reviewed and agreed September 2014

Please note that due to the need for frequent review of statutory bodies our policies and practices are subject to change. As a result the policies outlined in this prospectus may be changed at any time to comply with current legislation and practice.

An Introduction to Hazeldene Heights Pre-School

Our aims are to:

**Enhance the development and education of children
aged from two years old to statutory school age in a parent
involving, church-based group.**

Provide a safe, secure and stimulating pre-school environment.

**Work within a framework that ensures equality of
opportunity for all children and families.**

**Bring children and parents into contact with, and
offer a welcome to, Putnoe Heights Church.**

We believe that

Children Learn Through Play

**Hazeldene Heights Pre-School has charitable status
under Statutory Instrument 2002 no. 1598**

Introduction

Children may start pre-school from 2 years year's old if places are available and remain with us until they are 4+.

The Organisation

Hazeldene Heights is established and governed by the Church Council of Putnoe Heights Church. It has charitable status by virtue of this fact. We have a formal agreement with the governing body of Hazeldene Lower School, which commits us to working together as a partnership in the pre-school education we provide.

The Church Council has responsibility for the running of Hazeldene Heights; it delegates a Management Team who frequently meet to act on its behalf. All staff are employed directly by the Church Council and are subject to the policies and discipline of Putnoe Heights Church. Our Practitioners are well qualified, motivated and personally committed to providing good quality care and education for your children. Parental involvement is encouraged and parents/carers are active in supporting the group in numerous ways.

Accommodation

We are fortunate to have large spacious premises where children have ample personal space to play and explore. Hazeldene Heights is also particularly fortunate to have a permanently equipped classroom with high quality facilities for children and also a large outside secure play area with a safe surface and play equipment, there is also a raised garden area for planting. Older children are regularly taken for a walk around the locality. Occasionally a visit to the library may be made. Risk assessment is always carried out. An office is located in the Centre for the pre-school where parents can meet confidentially with the pre-school manager and there are additional rooms for meetings and social events for parents. Please note the premises are covered by CCTV for security and safety.

Pre-school Holidays

Pre-school term times are usually the same as the local lower schools, sometimes possibly a few days different.

Pre-school Session Times

Main Hall

Monday to Friday inclusive 9.00 am to 12.00 pm, and 12.45 pm to 3.45 pm.

Small Hall – Spring and Summer Terms (As required)

Monday 9.00am to 12.00pm

Thursday 9.00 am to 12.00pm

Playroom

Monday to Friday inclusive 9.00am to 12.00pm

Clubs:

Breakfast Club - Monday to Friday 8.30am to 9.00am

Lunch Club - Monday to Friday inclusive 12.00pm to 12.45pm (Please provide a healthy packed lunch with no nuts or nut products).

After Pre-school Club - Monday to Friday 3.45pm to 5.00pm

Please note all clubs are subject to availability - Please enquire for further information

Introduction to Pre school

All children who are new to pre-school are offered a home visit and invited with their parents or carers, to attend an Introductory Session to meet the pre-school practitioners. This usually takes place the day before the start of term. This enables them to recognise a friendly and familiar face when they start pre-school within the next few days. Whilst the teachers are talking to the parents or carers, the children have the chance to spend time with some of the toys and activities that they will be using within a pre-school session.

Equipment

We have extensive resources and equipment to vary and maintain the interest of our children so that they develop in all areas of the curriculum. This is constantly updated, using educational catalogues that comply with guidelines for quality, safety and suitability.

Staff and Training

We have highly qualified pre-school practitioners and we are committed to providing an ongoing programme of training. As a member of the Pre-school Learning Alliance, we are constantly in touch with new developments and offer training through BTAC and Bedford College in the field of Children's Care Learning and Development.

Parent/Carer Rota

Research shows that children learn best when parents take an active interest and feel involved. Our rota system enables parents to help in the group on a regular basis. This allows us to maintain the high ratio of adults to children in our pre-school, as well as providing parents with the opportunity to take an active part whilst gaining an awareness of the Early Years Foundation Stage. You will find it helpful to understand what takes place during the sessions and you will be able to talk with your child about their day. We hope that you will also value the opportunity to meet other adults involved with the pre-school.

Parent/Carer Rota Instructions and More Information

Main Hall, Small Hall, and Playroom

Here are some instructions to make Parent/Carer help fun!

In the Small Hall and Playroom, we ask that no younger siblings come along with you when you are on duty as some of the toys contain very small pieces.

In the Large Hall you are very welcome to bring younger siblings, but you will need to record that they are with you.

Don't be afraid to ask questions.

Coming along to help? Then we invite you to join in with the children's play.

Assist with putting on aprons for messy activities and water play.

Spend time at activity tables where you can support understanding

Help to tidy up at the end of the session.

Curriculum

As we are a part of the Bedfordshire's Early Years Plan we are working to EYFS Curriculum Guidance for the Foundation Stage Early Learning Goals and planning towards the foundation stage for children's learning and are subject to OFSTED inspections. A copy of our full curriculum policy, which shows our educational programmes and activities, is contained in this prospectus.

Special Events

At the end of each term the children normally give a short concert to which family and friends are invited, this is often combined with a coffee morning. During the year various fun and educational events take place.

Children with Special Needs and Disabilities

We aim to provide a welcome and appropriate learning opportunities for all children. We consider that the presence of children and adults with special needs and disabilities is a positive influence on our pre-school. Our Equal Opportunities Policy is contained in this prospectus.

Links With Other Organisations

Parents and Toddlers

Many of our children attend sessions held at our premises run by Goldington Family Centre telephone 01234 341977. This enables the children to become familiar with the surroundings whilst accompanied by their parent or carer.

Sunday School

This takes place during the main Sunday Service at 11.00am. Children are welcome to join at any time.

StoryBox

This takes place every Monday at Putnoe Heights Church between 12.15 and 1.15pm . All under 5's welcome with their carers for a sandwich lunch followed by a Bible story, singing and activities. For more information contact Carolyn Morris on 07751 348925 email youth@thischurch.com or via the Church office 01234 365630.

Schools

We welcome contact with all schools that our children are due to attend.

Please note admission to Hazeldene Lower School must be sought in the usual way and there is no automatic entry system by virtue of a child attending Hazeldene Heights.

Policies

Copies of our policies are contained within this prospectus, however specific pre-school policies are intended only to work alongside the existing policies of Putnoe Heights Church Centre, which govern all Church organisations.

Registration

If you wish to register your child for a place at our pre-school please complete an application form, one is usually enclosed with this prospectus or may be obtained from the Head of pre-school.

Policies

The policies on the following pages were last reviewed January 2014

Please note that due to frequent review, our policies and practices are subject to change. As a result, the policies outlined in this prospectus may be changed at any time.

1. Admissions Policy

It is our intention to make our pre-school accessible to children and their families from all sections of the local community. In order to accomplish this we operate a waiting list. The Church Council reviews policy frequently. The following criteria are considered when allocating children from the waiting list, providing the child is of pre-school age. Discretion is exercised by the Headteacher who will consider each child on an individual basis.

1. Cases referred by Church Leadership Team.
2. Cases of social/special needs (including referrals from Social Services etc.).
3. Children in their pre-reception class year.
4. Children of families actively involved with the life of Putnoe Heights Church.

Please note we do not guarantee days or times of sessions.

2. Behaviour Management Policy, (Coordinator Mrs Janet Smith)

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

In order to achieve this

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

When children behave in unacceptable ways

1. Physical punishment, such as smacking or shaking, will be neither used nor threatened.
2. Children will never be sent out of the room by themselves.
3. Techniques intended to single out and humiliate individual children such as the “naughty chair” will not be used.
4. Children who misbehave will be given, where possible, one-to-one adult support in seeing what was wrong and working towards a better pattern.
5. Where appropriate this might be achieved by a period of ‘time out’ with an adult.
6. In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanation rather than personal blame.
7. In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
8. Adults will not shout, or raise their voices in a threatening way, unless it is considered necessary to prevent an injury to a child.
9. Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children’s level of understanding and maturity.
10. Recurring problems will be tackled in partnership with the child’s parents, using objective observation records to establish an understanding of the cause.
11. On any occasion where physical intervention is used to manage a child’s behaviour it will be recorded and parents/carers will be informed on the same day.
12. Adults will be aware that some kinds of behaviour may arise from a child’s special needs.
13. Were violence/unacceptable behaviour is used towards children/staff consultation with parent/carers, Head of Pre school and any involved outside agencies will take place.

3. Curriculum Policy

Children's development and learning

We aim to ensure that each child:

1. is in a safe and stimulating environment;
2. is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteers/ parent/carer helpers;
3. has the chance to join in with other children and adults to live, play, work and learn together;
4. is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
5. has a key person who makes sure each child makes satisfying progress;
6. is in a setting that sees parent/carer as partners in helping each child to learn and develop.

The Early Years Foundation Stage

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2012). Our setting reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage. (A copy of these documents is available for viewing at the parent/carer information table)

A Unique Child ~ Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships ~ Children learn to be strong and independent through positive relationships.

Enabling Environments ~ Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

Learning and Development ~ Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development which compromise;-

Prime Areas

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

Specific Areas

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

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. The Development Matters guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting has regard to these matters when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Personal, social & emotional dev.	- making relationships; - self-confidence and self-awareness; and - managing feelings and behaviour.
Physical development	- moving and handling; and - health and self-care.
Communication and language	- listening and attention - understanding and speaking.
Literacy	- reading and writing.
Mathematics	- numbers; shapes, space and measure.
Understanding the world	- people and communities; - the world; and technology
Expressive arts and design	- exploring and using media and materials - being imaginative.

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Development Matters in the Early Years Foundation Stage guidance to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development. In some of these activities, children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters the Early Years Foundation Stage guidance as:

Playing and exploring	- engagement;
Active learning	- motivation
Creating and thinking critically	- thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

We assess how children are learning and developing by observing them frequently. We use information that we gain from observations and photographs, to document their progress and where this may be leading them (next steps). We believe that parent/carers know their child/children best and we ask them to contribute by sharing information about what their children like to do at home and how they are supporting development.

We make regular assessment summaries of children's achievement based on our on-going development records. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child/children's development in the three prime areas of learning and development: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 - 36 months. The key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Key person and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities.

Records of achievement (Profile folder)

The setting keeps a record of achievement for each child, this record helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move **on to the next stage**.

Sessions

We organise our sessions so that the children can choose from a range of indoor and outdoor activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led, small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to

work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

Snack time

The setting makes snack time a social time at which children and adults sit together. Our weekly menu provides the children with a range of healthy and nutritious food. (Dietary needs and preferences are met.)

4. Equal Opportunities Policy (Co-ordinator Mrs Janet Smith)

Valuing diversity and promoting equality

We are committed to provide a setting that is fully inclusive in meeting the needs of all children and families. We recognise that children and their families come from diverse backgrounds and have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers.

Some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

1. provide a secure and accessible environment in which all of our children can flourish and in which all contributions are considered and valued;
2. include and value the contribution of all families to our understanding of equality and diversity;
3. provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people;
4. improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
5. challenge and eliminate discriminatory actions;
6. make inclusion a thread that runs through all of the activities of the setting
7. foster good relations between all communities.

Procedures

Admissions

Our setting is open to all members of the community.

1. We advertise our setting through posters, online information.
2. We provide information in clear, concise language, whether in spoken or written form.
3. We would seek support to provide information in as many languages as possible if required.
4. We base our Admissions Policy on a fair system.
5. We ensure that all parents/carer are made aware of our Equal Opportunities Policy.
6. We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010).

These are: disability; race; gender reassignment; religion or belief; sex; sexual orientation; age; pregnancy and maternity; and marriage and civil partnership.

1. We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
2. We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
3. We develop an individual plan to ensure that people with impairments can participate successfully in the activities offered by the setting and in the curriculum offered.
4. We take action against any discriminatory behaviour by staff or parent/carers whether by
 - a. direct discrimination ~ someone is treated less favourably because of a protected characteristic (e.g. preventing families of some racial groups from using the service);
 - b. indirect discrimination ~ someone is affected unfavourably by a general policy (e.g. children must only speak English in the setting)
 - c. association ~ discriminating against someone who is associated with a person with a protected characteristic (e.g. behaving unfavourably to someone who is married to a person from a different cultural background); or
 - d. perception ~ on the basis that it is thought someone has a protected characteristic (e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak).
5. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, the premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

1. Posts are advertised and all applicants are judged against explicit and fair criteria.
2. Applicants are welcome from all backgrounds and posts are open to all.
3. We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
4. The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service and the settings Safer Recruitment processes. This ensures fairness in the selection process.
5. All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
6. We monitor our application process to ensure that it is fair and accessible.

Training

1. We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
2. All Staff have the opportunity to access Equal Opportunities training.
3. We review our practices to ensure that we are fully implementing our Equal Opportunities Policy.

Curriculum

1. The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.
2. Our environment is as accessible as possible for all visitors. We make reasonable adjustments to accommodate the needs of children and adults with a disability.
 1. We do this by:
 2. making children feel valued and good about themselves and others;
 3. ensuring that children have equality of access to learning;
 4. making adjustments to the environment and resources to accommodate a wide range
 5. of learning, physical and sensory impairments;
 6. making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
 7. positively reflecting the widest possible range of communities in the choice of resources; books, role play, dolls, equipment etc.
 8. avoiding stereotypes or derogatory images in the selection of books or other visual materials;
 9. celebrating a wide range of festivals;
 10. creating an environment of mutual respect and tolerance;
 11. differentiating the curriculum to meet children's special educational needs;
 12. helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;

13. ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
14. ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
15. ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

1. We welcome the diversity of family lifestyles and work with all families.
2. We encourage children to contribute stories of their everyday life to the setting.
3. We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
4. For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
5. We can offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
6. We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Food

1. We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met.
2. We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Monitoring and reviewing

1. So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and to value diversity.
2. We provide a complaints procedure and a complaints summary record for parents to see.

Legal framework

The Equality Act (2010)

Children Act (1989) & (2004)

Special Educational Needs and Disability Act (2001)

5. Complaints Procedure

We believe that it is in the best interests of the pre-school and parents that complaints are taken seriously and dealt with fairly and in a way which respects confidentiality. We believe that children and

parents or carers are entitled to expect courtesy and prompt, careful attention to their needs. Our intention is to work in partnership with parents, and the community and we welcome suggestions as to how we may improve our Pre-school. A complaint record will be kept by the pre-school and will be made available to Ofsted at all inspections. Your complaints will always be taken seriously and dealt with promptly, therefore no aggressive or abusive behaviour towards staff will be tolerated and parents may be asked to leave and remove their children from the Pre school with immediate effect.

Making concerns known.

A parent who is uneasy about any aspect of the pre-school, or the care which their child is receiving, should talk with the pre-school Manager.

Most complaints should be resolved informally.

If there is not a satisfactory outcome within two weeks, or if the problem recurs, the parent should put the concerns or complaint in writing, a complaints record form will be supplied, which may be used. Written complaints will be referred to Putnoe Heights Leadership Team and a meeting will subsequently be arranged. A friend, colleague or other representative may be present and an agreed written record of the discussion will be made.

If the problem is still unresolved an agreed mediator, acceptable to both parties, may be invited to listen to both sides and offer advice. A record will be kept of this meeting.

If the matter is still unresolved, the final decision will rest with the Church Council. Details of the Early Years Partnership complaints procedure will also be provided to parents whose child is in receipt of Nursery Education Grant.

The role of the registering authority:

In some circumstances, it may be necessary to consult OFSTED EARLY YEARS telephone 0300 1231231, enquiries@ofsted.gov.uk who have a duty to ensure laid down requirements are adhered to. They would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration requirements and must be informed within 28 days of the complaint being received.

6. Confidentiality and Record Keeping Policy

We aim to respect the wishes of parents/carers and to adapt our curriculum according to a child's needs.

In order to achieve this we will:

1. Maintain a log of observations made by staff and long term volunteers (3 months+). Access to this log will not be permitted to parent helpers.
2. Formal observations will be completed on children within the group in order to fulfil the curriculum planning requirements of the funded scheme.
3. Parents/carers may request to see written records of their child. Sufficient time must be allowed for an individual child's records to be extracted.
4. Records will only be available to staff on a 'need to know' basis.
5. Liaison with outside organisations and professionals will only take place where the parent has given consent. However confirmation of a child's attendance at Pre-school will be given to schools on request, together with knowledge of friendships.
6. Records will be given to parents when the child leaves the group for them to pass on, if they wish, to the child's next setting. (Children planning to transfer to Hazeldene Lower School will be covered by our agreement with them and special arrangements may apply.)
7. Where a child study needs to be completed as part of staff training, the student will be obtain written permission from the parent before the study commences.
8. Observations will only be carried out by suitably qualified staff.
9. All staff will be bound by confidentiality including long-term volunteers and temporary staff.

7. Parental Involvement Policy

The pre-school is supervised by highly trained and qualified staff, nevertheless we appreciate the regular support of 'parent/carer helpers' during sessions that their child attends. Research shows that children learn better when parents take an active interest and feel involved. Our rota system enables parents to help in the group on a regular basis. This allows us to maintain a higher ratio of adults to children in our pre-school, as well as providing parents with the opportunity to take an active part. You will find it helpful to understand what takes place during the sessions and you will be able to talk with your child about their day. We hope that you will also value the opportunity to meet other adults involved with the pre-school.

In our practices we aim to make clear that pre-school welcomes both fathers and mothers, other relations and carers, including child-minders, and people from all cultural, ethnic, religious and social groups, without discrimination regarding abilities. Whenever the word parent is used this understanding should be acknowledged.

Children cannot play or learn successfully if they are anxious or unhappy. Our settling in procedures aim to help parents and their children 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.

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences at pre-school. In order to encourage this we will -

1. Offer a home visit and introductory session, we have an open door policy but formal visits are available by appointment
2. Make clear to families from the outset that they will be supported in the pre-school for as long as it takes to settle their child there and reassure parents whose children seem to be taking a long time settling in the pre-school.
3. Encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.

Parents are the main educators of their young children. The aim of the pre-school is to work in partnership with the workers/carers to provide good early years education. To achieve this we will -

1. Welcome the contributions of parents, whatever form these may take.
2. Encourage parents to take an active part in supporting the group.
3. Make all new parents aware of the group's systems and policies.
4. Ensure there are opportunities for parents to discuss progress of their child with staff.
5. Ensure that all parents have opportunities to contribute from their own skills, knowledge and interest to the activities of the group.
6. Provide newsletters of activities of the group.
7. Make known to all parents systems for registering queries, complaints & suggestions.

8. Health and Safety

The safety of young children entrusted to our care is of paramount importance. The pre-school will be governed by the Health and Safety Policy of Putnoe Heights Church. This policy is carefully observed to ensure correct practice in relation to such things as fire drills, safe equipment, no smoking etc. and the recording of all accidents.

Safeguarding the welfare of children

The pre-school will be governed by the Local Safe Guarding Children's Policy of The North Bedford Church Partnership, St Mark's and Putnoe Heights Church. A copy of this policy is available. This policy provides specific instructions concerning supervision, and correct behaviour towards children. Clear procedure is also established for the reporting of any information relating to the possible abuse of children by any person. Every member of staff is obliged to report any suspicion of abuse immediately to their line manager and Deacon Jane Mills.

Health and Hygiene

Our pre-school promotes a healthy lifestyle and a high standard of hygiene in its work with children and adults. Parents are asked to keep their children at home if they have any infection, and to inform the Pre-school as to the nature of the infection so that the Pre-school can alert other parents (maintaining confidentiality) and make careful observation of any child who is unwell. Parents are asked not to bring into Pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack. Cuts or open sores whether on adults or children should be covered with sticking plasters or other dressings. If a child is taking prescribed medication we will not administer unless it is an inhaler device or by special arrangement with the Head of Pre school. Parents may be required to return to pre-school to administer other medicines.

Hygiene practice

To prevent the spread of all infection, adults in the group will ensure that the following good practices are observed -

1. Hands washed after toilet.
2. Tissues available for children to encourage blowing and wiping of noses when necessary
3. Children encouraged to cover their mouths when coughing.
4. Hygiene rules relating to bodily fluids will be followed with particular care and all staff and volunteers are aware how infection, including HIV can be transmitted.
5. No smoking is allowed on the premises.
6. Spare laundered pants and other clothing are available in case of accidents, and polythene bags are available for soiled garments.
7. All surfaces are cleaned daily with appropriate cleaner and stored in line with COSHH.
8. Pre-School observe all current legislation regarding food hygiene registration and training.
9. The kitchens and toilets at Putnoe Heights Church are regularly inspected and registered with the Environmental Health Department. We achieved a Food Hygiene Rating 5 in January 2013.
10. We do hope parents/carers feel free to discuss their children and any problems they may be having with the Pre-school teachers and to ask any questions that they may wish.

Safety practice

The safety of young children is of paramount importance. In order to ensure the safety of both children and adults, the pre-school will ensure that:

1. A book is available at each session for the reporting of any accident/injury.
2. Adults supervise children at all times.
3. Regular safety monitoring will include checking of the accident and incident book and reporting all accidents to the Church Centre Management Team.
4. All adults are aware of the system(s) in operation for children's arrivals and departures and an adult will be at the door at these times.
5. Children will leave the group only with an authorised adult.
6. On outings, the adult/child ratio will be at least one to four.
7. Equipment is checked before use and any dangerous items repaired or discarded immediately.
8. The layout and space ratios allow children and adults to move freely between activities.

9. Fires/heaters/electrical points/wires and leads are adequately guarded.
10. No dangerous materials will be placed near children. Inhalers will be stored securely.
11. Children are not allowed in the kitchen.
12. Adults are careful with hot drinks.
13. Fire drills are held half-termly and fire exits are kept clear at all times.
14. A register of both adults and children is completed.
15. No smoking is allowed on the premises.
16. A correctly stocked first aid box is available at all times.
17. Whenever children are on the premises at least two adults are present.
18. Large equipment is erected with care and checked regularly.
19. Adequate supervision is provided at all times.
20. Equipment is appropriate for the child's level of development.

9. Supporting Children with Special Educational Needs or Disabilities – Equal opportunities (SENCO co-ordinator Mrs Janet Smith) Policy under review

Policy Statement

We provide an environment in which all children, including those with Special Educational Needs or Disabilities are supported to reach their full potential alongside other children in our setting. We will be proactive in ensuring that appropriate action will be taken when such a child is identified or admitted to the pre-school.

Aim

1. To work within the guidelines for Special Educational Needs Code of Practice (2014) with relevance to early education practitioners and settings.
2. To include all children in our provision.
3. To provide support to parents and children with special educational needs (SEN)/disabilities.
4. To identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
5. To work in partnership with parents and other agencies in meeting individual children's needs.
6. To monitor and review our practice and provision and, if necessary, make adjustments.
7. To provide a differentiated curriculum to meet individual needs and abilities.

Method

1. We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) who has completed the mandatory SENCO training, they will work closely with the Pre School Manager to best support the child and their family.
2. By providing a key person system and staff meetings to discuss individual children's progress, we ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
3. We have an admissions procedure that ensures equality of access and opportunity.
4. We ensure that our physical environment is as far as possible suitable for children with disabilities.
5. We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.

6. We provide parents with information on sources of independent advice and support e.g. Family Information Service, Bedford Borough Parent Partnership Service, Autism Bedford etc.
7. We ensure that parents are informed at all stages of the assessment, planning, provision and review of the children's education.
8. We use the graduated response system for identifying, assessing and responding to children's special educational needs.
9. Our methods of observation and record keeping, which operates in partnership with parents/carers, enables us to monitor children's needs and progress on an individual basis and, if necessary, make adjustments. Key persons are responsible for monitoring and recording all children's progress in their Profile folders. Those who are making less progress than might otherwise be expected will be identified as soon as possible, and different opportunities and alternative approaches to learning will be introduced, and again noted.
10. As soon as it is decided to utilise Early Years Action or Early Years Action Plus then the Pre-school will seek a meeting with the parents to explain the situation, and seek their co-operation and support at all times. Children with SEN/disabilities will be appropriately involved at all stages of the graduated response, taking into account their levels of ability. All the relevant information will be gathered from the parents, staff and outside agencies where appropriate.
11. The triggers for intervention through Early Years Action would follow concerns about a child who, despite receiving appropriate early years experiences:
 - a. "Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
 - b. Continues working at levels significantly below those expected for children of a similar age in certain areas
 - c. Presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the setting
 - d. Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
 - e. Has communication and/or interaction difficulties, and requires specific individual intervention in order to access learning"
12. When a child has been identified as having special educational needs interventions that are additional to and different from those provided as part of our usual curriculum and teaching strategies will be put into place. These strategies will be recorded within an Individual Education Plan (IEP).
13. A system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities is used. Each term, the SENCO will review the progress of all children who have been identified with special needs, and the children who are considered possibly to have special educational needs. The SENCO will be primarily responsible for liaison between parents, children, and key person. The SENCO will also be in charge of all record keeping relating to special needs.
14. Where Early Years Action fails to result in satisfactory progress Early Years Action Plus will be introduced. Early Years Action Plus is characterised by the involvement of external support services.

Written permission will be sought from parents before consultation with external sources. These requests for help from external sources are likely to follow decisions made by the Special Educational Needs Co-ordinator (SENCO) and staff, in consultation with parents. External agencies could be child psychologists, CDC (Child Development Centre), speech therapists, occupational health therapist's health visitors, social workers and paediatricians etc. We see the value of working closely together with other professionals to meet children's specific needs, and are committed to developing this further.

15. If it is felt that a child's needs cannot be met in the pre-school without the support of a one-to-one practitioner, funding will be sought through Nursery Education SEN support funding/ to employ one. The Early Years Commissioning Team may also be able to supply exceptional funding for training or staff support.
16. The SENCO will ensure that all staff are aware of which children are in receipt of Early Years Action, and which are in receipt of Early Years Action Plus through meetings.
17. The SENCO will ensure that full and comprehensive records of the special educational needs of children moving from the preschool to another early years setting or a lower school are made available and presented in such a way that another SENCO will be able to understand and act upon the findings of the setting immediately with permission obtained from parents (visits are actively encouraged).
18. Whenever the opportunity arises staff are encouraged to attend different courses to broaden their knowledge on observations and child development.
19. In accordance with our complaints procedure. If any parents or members of staff have any complaints about our provision for children with special educational needs they should report it to the Pre-School Manager. Every effort will be made to resolve the complaint.
20. To meet the needs of all our children in our care it may be necessary at times to share information with parents and with staff in order to support the children's development. We may also need to seek help and advice from outside professionals. All information will be on a need to know basis and the parent's permission will be requested.

10. Staffing and Employment Policy

It is our intention to be a fair employer and to meet all the requirements of the Children's Act. In order to achieve this we will provide a comprehensive induction procedure and:

1. At all sessions endeavour to have one member of staff to eight children for 3year olds- 4years 11months and one member of staff to four children for 2 - 3 year olds.
2. Operate a key person system to ensure that each child and family has one particular staff member who takes a special interest in them.
3. Have regular staff meetings to provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties.
4. Encourage staff to attend relevant training opportunities, contributing to some of the cost.
5. Monitor the work of our staff and provide appropriate advice and support.
6. Recruit, appoint and employ staff in accordance with all relevant legislation and in adherence to the Equal Opportunities policy of Putnoe Heights Church together with recommended Safer Recruitment practices. We will not knowingly employ or allow persons to volunteer in our Pre School setting if they are barred from working with children or vulnerable adults. As per Independent Safeguarding Authority guidelines.
7. Review Terms and Conditions of Employment at least once each year.

11. Student Placement and Work Experience

We recognise that the quality of our pre-school makes it attractive to students and persons seeking work experience. Students are welcome into the pre-school on the following conditions:

1. That they are considered fit persons.
2. Students should not hinder the essential work of the pre-school.
3. Students required to conduct child studies will obtain written permission from the parents of the child to be studied.
4. Any information gained by the students about the children, families of the adults in pre-school must remain confidential.
5. Students should adhere to all of the policies for pre-school and employees of Putnoe Heights Church Council.

12. Procedures for Incidents of Bullying Within Pre-School

1. Pre-School staff engage in on-going observations and assessments on all children that will identify bullying or changes in behaviour that may indicate if a child is being bullied.
2. Pre-School staff will take seriously all reported incidents of bullying and not dismiss verbal and emotional bullying as less serious than physical bullying.
3. Pre-School staff will remain vigilant and will be aware that bullying can often be hidden.

4. Pre-School staff will understand the dynamics of bullying and that the bully is often an emotionally distressed child who requires appropriate support as well as non-acceptance of behaviour.
5. Pre-School staff will be aware of and familiar with positive behaviour management techniques as in Behaviour Management Policy.

13. Medication Policy and Practice

Expectations concerning illness and Pre-School.

Parents are asked to keep their children at home if they are unwell, and to inform the pre-school as to the nature of the illness. This will allow the pre-school to alert other parents as necessary. Parents are asked not to bring into the pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack. For any other illness or infections please adhere to the recommendations stipulated by the Health Protection Agency www.hpa.org.uk or telephone 01462 705300 also displayed on Pre school notice board.

If the children of pre-school staff are unwell, the children will not accompany their parents/carers to work in the pre-school.

Cuts or open sores, whether on adults or children, should be covered with sticking plaster or other dressing, before arriving at pre-school. But with permission replacement plasters or dressings will be applied if required

First Aid

The pre-school will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed. There will always be on the premises at least one qualified first aider trained to administer first aid to children.

Procedures for administration of medicines and Special Medical Circumstances

Agreement for the administration of medicines such as antibiotics is at the discretion of the Manager, procedures 1 - 5 will apply. In exceptional circumstances and with the agreement of the Manager anti allergy medications may be administered, procedures 1 - 5 will apply.

Asthma inhalers are considered by Insurers to be oral medication, procedures 1 - 5 will apply.

The following relates to the case of the administration of life saving medication such as insulin/adrenalin injections, use of nebulisers, epipens for anaphylactic shock reactions to nuts, eggs etc. It also relates to children requiring equipment to help with every day living, e.g. breathing apparatus, to take nourishment, colostomy bags etc.

In such cases specialist advice will be sought in each case from the pre-school's insurance company. If agreement is provided the following conditions will apply:

1. All medication must be prescribed by a GP and have clear instructions in how to administer such medication.
2. The parent or guardian must provide prior written consent.
3. Information will be obtained from the parent, giving clear instructions about the dosage, administration of the medicine and permission for a member of staff to follow the instructions.
4. All medications will be kept in a lockable cupboard.
5. A medication book will be available to log the name of child receiving medication, times that the medication should be administered, date and time when medication is administered, together with the signature of the person who has administered each dose.
6. If specialist knowledge is required, staff involved in administering medication will receive training from a qualified health professional. Proof of staff training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse will be made available.
7. Procedures will be put in place for each individual child for dealing with an emergency where life saving medication is required. This should be discussed and agreed with the parent or guardian of the child, and confirmed in writing. A care plan could include: -
8. List of symptoms
9. Procedures to call 999 to request an ambulance stating that the child has collapsed or requires assistance with a particular condition
10. Emergency contact telephone number for parent/guardian.
11. Emergency medication supply to be provided by parent/guardian for the ambulance crew to administer
12. Consideration by the Manger will be given to any care plan received from Parent/carers for a child relating to a specific condition.

14. Policy for promoting personal development and continence

Our procedure for personal care within the Pre-school is in accordance with the Disability Discrimination act.

It is our policy that no child will be refused admission due to any delay in achieving continence. We will endeavour to work in partnership with parents to achieve continence for their child.

Parent and Pre-school Partnership

The parent

1. Agreeing to make sure the child is toileted at the latest possible time before being brought into Pre-school.
2. We ask parents to provide spare pull ups /or clean underwear together with wipes or nappy bags if required for their child.
3. Pass on relevant information to the staff about personal needs, including if the child is unwell, the child has a rash or marks on their body.
4. Strategies used to ensure the child is not distressed during changing or toileting routine.

Pre-school

1. We will provide an appropriate changing area for children aged from 2 - 5 years old. Nappy wipes and bags are available if required.
2. The area and changing mat will be bright and clean.
3. No person without an up to date Disclosure and Barring/C R B check will be permitted to complete toileting routines and all new staff will be trained in appropriate procedures. Students will not be permitted to complete toileting routines.
4. Staff will be sensitive to individual needs of children, strategies will include the use of praise and on occasions reward stickers will be given.
5. Children will be changed immediately that the staff become aware that a child has soiled or wet.
6. Changing mats will be cleaned with anti-bacterial spray or wipes following each nappy change this will be adhered to by all staff.
7. Staff will wear disposable gloves and apron whilst changing nappies. These will be thrown away and new ones used with each child.
8. Staff will dispose of soiled nappies in a bag and in the bin provided. Wet clothes will be placed in a bag ready for the child to take home at the end of the day. Parent will be informed of change.
9. Each child will wash their hands with soap following toileting routines. Paper towels will be provided.
10. Staff will wash their hands with antibacterial soap following toileting routine.

15. Policy for the Collection Of Children – Late Collection

All children will remain in pre-school until collected by their parent or designated adult with appropriate password. A child will not be released to a person who has not been previously designated by the parent under any circumstances.

A member of staff will remain with a child until the child has been collected.

In circumstances where a child is not collected the pre-school will make arrangements for contact to be made with the parent or designated adult.

When no collection is made after a period of one hour, Social Services will be advised and arrangements made for the safety of the child. Multi Agency Support Hub Tel: 01234 718700 Out of Hours Team Tel: 0300 3008123.

16. Policy for Prevention and Dealing with a Lost Child

Policy for Prevention

A risk check list is carried out before every morning session.

Registration takes place at the start of the session together with a head count.

Before outside play, a member of staff checks that the area is still secure.

During the session staff are deployed appropriately both inside and outdoors to maintain ratios.

When taken from the premises e.g a walk around the local community the ratio is one adult to four children at all times (With parental permission) A relevant risk assessment will always be completed and our safe conduct procedure will be followed.

Policy following loss of a child

One member of staff will remain at the location where the child is lost, the remaining party would return back to the pre-school .The pre school will make every effort to avoid the loss of a child, however if a child is lost, the staff will immediately contact all authorities and parents. Bedfordshire Police 999 or Greysfriars 01234 346654. Ofsted will also be informed in all instances 0300 1231231

17. School Trips Policy

Policy Statement

Putnoe Heights Church recognises the valuable contribution which school trips can make to the education of children. We also recognise that school trips should only be organised with the highest regard to the safety and welfare of the children. For this reason school trips will only be organised under the following conditions.

Important Note: A 'school trip' is any occasion when children are taken away from Putnoe Heights Church Community centre under the supervision of pre-school staff.

It will not include occasions when the children walk within the grounds of the Church Community Centre.

Child accompanied by parent outings.

A school trip does not include occasions when the pre-school provides transport for the use of children accompanied and under the supervision of their parents. However on such outings a pre-school trips form will be completed and due regard will be paid to this policy where appropriate.

Practice

1. A completed school trip risk assessment form will be signed by the member of staff responsible for the school trip.
2. The completed form must be signed by the Headteacher.

3. The completed form must be signed by the Chair or the Church Council who will give authorisation for the school trip.
4. A copy of the school trip form will be retained by the Headteacher and will be used for reference for later trips, to help identify potential risks not previously recognised.
5. The Headteacher should de-brief members of staff following any school trip.
6. School trips should only take place where the ratio of one adult to four children can be guaranteed.

7. Where possible a member of staff should visit the location of the school trip beforehand to identify risk.
8. 8 Full consideration of risks should be noted on the school trip.
9. 9 All parents must be notified and give their written consent for their child to be taken on the school trip. Completed forms signed by the parent must be retained by the pre-school.
10. 10 Staff must take with them a first aid kit.
11. 11 A charged mobile telephone with credit must be taken by at least one member of staff
12. 12 The staff must be aware of any special medical condition of any child taking part in the trip and take any necessary precautions.
13. 13 All adults must have CRB/DBS clearance if they are responsible for children not their own.
14. 14 All vehicles must have full insurance cover which is seen by the member of staff organising the trip. All vehicles must also have seat belts for all occupants.
15. 15 Should any incident of concern occur during the school trip the member of staff responsible will immediately take action to ensure that the parent, Headteacher and Chair of the Church Council are informed.

18. Outdoor Play

Children will have access to outdoor areas at available times. Parents should ensure that suitable clothes be provided in order that they may play out in all but the most extreme weather. In winter this will include; hat, coat, wellington boots, waterproof coat. In summer this will include sun hat, suitable footwear (not flip flops or open toes), sun cream should be applied by parents at home.

19. Safeguarding Children and child protection policy

Policy statement

Hazeldene Heights Pre-school will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. It is the responsibility of every member of staff to prevent the physical, sexual or emotional abuse of children, young people and vulnerable adults.

Our aims are to:

1. Create an environment in our pre-school which is safe and secure for all children.
2. Work with parents/carers to build their understanding of and commitment to the welfare of all our children.
3. Encourage children to establish and sustain satisfying relationships within their families with peers and with adults.
4. To enable children to have the self confidence and the vocabulary to resist inappropriate approaches.
5. Encourage children to develop a sense of autonomy and independence.

Procedures

Hazeldene Heights Pre-school carry out the following procedures to ensure we meet three key commitments.

Key commitment 1

- 1) We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of our setting.
- 2) Our designated person who co-ordinates child protection issues is:
Laura Leggett
- 3) Our designated officer (a member of the management team) who oversees this work is:
Deacon Jane Mills
- 4) We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- 5) All staff have an up-to-date knowledge of safeguarding issues and attend regular training. Volunteers are informed of our policies and procedures.
- 6) Adequate and appropriate staffing resources are provided to meet the needs of children.
- 7) Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- 8) Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed in line with our safer recruitment procedures, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- 9) Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- 10) Enhanced criminal records and barred lists checks are carried out on anyone working at the setting.
- 11) Volunteers or Students do not work unsupervised.
- 12) Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - a) the criminal records disclosure reference number;
 - b) the date the disclosure was obtained; and
 - c) details of who obtained it.
- 13) 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).
- 14) 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.
- 15) Procedures are in place to record the details of visitors to the setting.

- 16) 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.
- 17) 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/Carers sign a consent form and have access to records holding visual images of their child. Mobile phones are stored securely.

Key commitment 2

Hazeldene Heights Pre-school are committed to responding promptly and appropriately to all incidents 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 2006).

Responding to suspicions of abuse

- 1) We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- 2) When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - a) significant changes in their behaviour;
 - b) deterioration in their general well-being;
 - c) their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - d) changes in their appearance, their behaviour, or their play;
 - e) unexplained bruising, marks or signs of possible abuse or neglect; and
 - f) any reason to suspect neglect or abuse outside the setting.
- 3) We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- 4) We are aware of other factors that affect children's vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation; that may affect, or may have affected, children and young people using our provision.
- 5) 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.
- 6) 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.
- 7) Where such evidence is apparent, the child's key person/staff member 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 securely.
- 8) We refer concerns to the local authority children's social care department/Multi Agency Safeguarding Hub 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.
- 9) We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- 10) 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.

Recording suspicions of abuse and disclosures

- 1) 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:
 - a) listens to the child, offers reassurance and gives assurance that she or he will take action;
 - b) does not question the child;
 - c) 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.
- 2) These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- 3) We also record any bruises or marks that are noted upon arrival either by observation or by information received from parent/carer, or that are discovered during a session. Parents/carers are asked to sign a home incident log ~ they are given a copy for their records. Any concerns would be followed up.
- 4) The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity.
- 5) 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.

Informing parents

- 1) Parents/carers are normally the first point of contact. Concerns are discussed with parents/carers to gain their view of events, unless it is felt that this may put the child in greater danger.
- 2) 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.
- 3) 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 in greater danger.
- 4) This will usually be the case where the parent is the likely abuser. In these cases the social workers will inform parents.

Liaison with other agencies

- 1) We work within the Local Safeguarding Children Board guidelines.
- 2) 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.
- 3) We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of contact names, telephone numbers and email addresses, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.

- 4) 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.
- 5) Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

Allegations against staff

- 1) We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone working on the premises occupied by the setting, which may include an allegation of abuse.
- 2) We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
 - a) inappropriate sexual comments;
 - b) excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- 3) 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 working on the premises occupied by the setting, has abused a child.
- 4) We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone 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.
- 5) The Designated Officer will respond to and refer any such complaint immediately to the Local Authority Designated Officer (LADO) or to any other statutory service. The Designated Officer will also be responsible for notifying the Church Insurance Company.
- 6) We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this.
- 7) We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- 8) 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 individual, 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

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

Training

- 1) 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 and neglect and that they are aware of the local authority guidelines for making referrals.
- 2) Opportunities for confidential discussion of concerns are in place.
- 3) Laura Leggett (Designated person) receives training in accordance with that recommended by the Local Safeguarding Children Board.
- 4) We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.

Planning

The layout of the rooms and outside area allows for constant supervision by staff. We minimise the opportunities where Staff may be alone with children (e.g. toileting)

Curriculum

- 1) 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.
- 2) 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.
- 3) 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

- 1) We believe in building trusting and supportive relationships with families, staff and volunteers.
- 2) 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.
- 3) We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- 4) We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent and following any investigation.
- 5) 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.

This policy runs in conjunction with Putnoe Heights Church Centre Safeguarding Children and Vulnerable Adults Policy.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance

Further guidance

- Working Together to Safeguard Children (2013)
- What to do if you're Worried a Child is Being Abused (HMG 2006)
- 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 2007)
- Information Sharing: Guidance for Practitioners and Managers (HMG 2008) (HMG 2006)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check

Contact Numbers

Deacon Jane Mills 01234 348091 mobile 07807 146535 To be notified firstly and immediately

Bishop of Bedford 01234 357551

Ecclesiastical Insurance 01452 528533

Mrs Sam Ware 01234 365630 - DBS's (Disclosure and Barring service)

Bedfordshire Police (North Bedfordshire) 01234 271212 Immediate danger 999

Bedford Borough Council 01234 267422

Disclosure and Barring Enquiries 0870 9090811

Designated Officer (LADO) 01234 276693 Responsible for managing allegations against people working (paid and unpaid) in a position of trust with children.

Children's Social Care MASH Multi Agency Support Hub 01234 718700

Emergency Duty Team - (Mon-Thur 5pm—9am, Fri 4pm— Mon 9am) 0300 3008123

Ofsted 0300 1231231

Training helpline 01234 228494

Church Office Mr Geoff Gypps 01234 365630

Date last reviewed September 2014. This document was prepared in consultation with Bedfordshire Social Services. From time to time groups, organisations and statutory authorities issue instructions, however no other document shall be used by any group which contradicts the given procedures of this policy. Where exceptions or changes are agreed they must be in writing and signed by the Chair of the Church Council.

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

National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD Tel no. 0300 1231231

20 Settling In and Transitions Policy

We want children to feel safe, stimulated and happy in pre-school 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 pre-school.

Aim

We aim to make the pre-school 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.

Methods

Before a child starts to attend the pre-school, we use a variety of ways to provide their parents with information. These include written information (including our prospectus and policies), displays about setting activities, and individual meetings with parents.

Before the child/children commence pre school we encourage parents/carers to complete appropriate registration documents together with our 'All about Me' leaflet and home visits are offered. We provide opportunities for the child/children and their parents to attend our Induction Session.

When a child starts to attend, we work with their parents to decide on the best way to help the child to settle into the pre-school. We allocate a key person to each child and their family.

We ask parents/carers to lead the settling in process for their child. If they would prefer to stay for part or all of the early sessions, we support them in this decision. When a parent carer feels it is time for them to leave and allow their child to settle alone, we support them and their child in this. All children have different experiences and personalities when they start at the pre-school and we understand that the parent carer knows their child best.

Parents are welcome to telephone at any time during the session to check on their child, a member of staff will be available at collection time to discuss the child's progress and involvement during the session.

We discourage the use of dummies in the pre-school because of the effect they can have on the development of a child's speech and language skills. However we acknowledge the role these and other comforters can have in helping a child settle into a new environment. Therefore we work with parents to reduce a child's need for these by creating a safe and welcoming environment. As the child becomes settled we remove the comforters to a safe place to be returned at collection time.

Transition

Following a successful introduction to the pre-school we want the child's next transition to nursery or reception class to be as successful.

the final half term at the pre-school, activities are organised to reflect the transition process, and children are given the opportunity to express any concerns and fears they have. These are discussed within the activities and shared sensitively with parents.

The pre-school will provide a copy of each child's records to the parents for them to keep. If they wish these can also be shared with the receiving pre-school. Prior to sending this parents will be asked to sign their consent for sharing this information, and will have the opportunity to look at the report and discuss it with their child's key person.

We actively pursue links with other settings, inviting teachers/support staff to visit the children at the pre-school in the period leading up to the transition.

When teachers/support staff cannot visit, we offer to make arrangements for the relevant Key persons to speak with their approved staff. Before any approaches are made to external bodies, the support and consent of the parents is sought.

In line with recommendations from Bedford Early Years a Transition document will now be completed by the child's Key person, parent /carer together with the views of the child. This document provides the receiving setting/School with summary information about the child's development. A copy of this will be given to the parent/carers together with the child's profile folder upon leaving.

21 Sun Protection Policy

The pre-school takes very seriously the health and safety of the children in its care. We acknowledge the advice given by Cancer Research UK and in particular its 'Sun Smart' campaign.

Aim

To protect the children of the pre-school when playing out in the sun. To help educate the children in safe behaviour in the sun.

Method

- 1) Ensuring that all children are adequately clothed in appropriate sun wear. This should consist of short sleeved tee shirt, and a floppy, wide brimmed hat or
- 2) legionnaire style cap.
- 3) Ensuring that all children have had sunscreen applied before playing outside.
- 4) In accordance with Cancer Research UK guidance we recommend the use of only factor 15 and above sunscreen.
- 5) Where children are not adequately protected we will take steps to adapt our activities in order to protect them.
- 6) Ensuring that any outdoor play is, where possible, avoids the hottest times of the day.
- 7) When appropriate we will encourage children to play under the shade of the canopy when heat from the sun is excessive.
- 8) Ensuring that the children can access the indoor play area at all times so that they can choose to continue their play indoors.
- 9) Ensuring that there is an adequate supply of fresh drinking water available and that the children know how to access it if they feel thirsty or hot.
- 10) Ensuring that safe sun behaviour is modelled by the staff of the setting, providing a positive role model to all the children.

22 Mobile Phone Policy

To ensure the safety and welfare of children in our care we operate a personal mobile phone usage policy which stipulates that personal mobile phones cannot be used when in the presence of children, on the premises or when on outings unless agreed with the Manager in exceptional circumstances.

To ensure this we will undertake that :

- 1) All mobile phones (including visitors/volunteers) will be kept in a secure place throughout contact time with children and be returned to the owner at the end of the session.
- 2) Mobile phone calls may only be taken at staff breaks or in staff members' own time. When staff have a personal emergency they are entitled to use the pre-school phone or make a personal call from a mobile in the designated staff area of the pre-school.

- 3) Staff (will need to) ensure that managers have up to date contact information and that staff make their families aware of emergency work telephone numbers. This is the responsibility of the individual staff member.
- 4) During group outings nominated staff will have access to a mobile phone, which is to be used for emergency purposes only. Disciplinary procedures will follow if this Policy is not adhered to.

To ensure this we will undertake that :

- 1) All mobile phones will be kept in a secure place throughout contact time with children and be returned to the owner at the end of the session by the manager.
- 2) Mobile phone calls may only be taken at staff breaks or in staff members' own time. When staff have a personal emergency they are entitled to use the pre-school phone or make a personal call from a mobile in the designated staff area of the pre-school.
- 3) Staff (will need to) ensure that managers have up to date contact information and that staff make their families aware of emergency work telephone numbers. This is the responsibility of the individual staff member.
- 4) During group outings nominated staff will have access to the setting's mobile

23 Data Handling Policy

This policy covers the Data Protection principles and an individual's rights as set down in the Data Protection Act 1998.

Data which may be held includes the following:

- 1) List of names, addresses and home telephone numbers and emergency contact numbers of children attending and staff! volunteers! students whether on spread sheet, paper or card indexes
- 2) Paper or computer based employee files containing employment records, bank account details and national insurance numbers
- 3) Training records of staff
- 4) Performance records of staff
- 5) Information contained on e-mail which may mention the individual's name
- 6) Laptop computers holding personal data and memory sticks
- 7) Children's assessment! observation records
- 8) Information provided to, or received from, external sources
- 9) Photographs
- 10) Incident reports

This list is not exhaustive and will be subject to change

Sharing of information

Information sharing is essential to meet the needs of the children and families who attend. Data may therefore be shared with and may be obtained from:

- 1) Staff members / students / volunteers
- 2) Schools
- 3) Local settings and other childcare providers
- 4) External agencies such as Local Safeguarding Children's Board, Local Authority etc.

Security of information

We will ensure that measures are taken to safeguard personal data. Each individual has a personal responsibility to ensure that any information of a personal or sensitive nature to which he/she has access in the course of his/ her work is protected from unauthorised access and disclosure.

In particular, individuals must observe the following rules:

- 1) Electronic storage of such material should be password protected
- 2) Paper copies of personal data must be held in secure cabinets
- 3) Information should be labelled as 'personal'
- 4) Individuals must not disclose personal information except to authorised colleagues Particular care must be taken when exchanging information with third parties.
- 5) Information must not be used for purposes other than that for which it was intended
- 6) If records are taken off site (e.g. on laptops/memory sticks), appropriate security measures should be taken (e.g. laptops should never be left unattended in vehicles, and they should be stored securely off site)
- 7) All employees/ students/ volunteers must sign a confidentiality agreement
- 8) Where paper based documents are removed from records these must be confidentially shredded.
- 9) Personal data should not be retained for longer than necessary
- 10) Memory sticks, discs etc. will be only used by authorised people and will be stored securely when not in use.

24 Diet - Packed Lunch Policy

The aim of this policy is to ensure that all packed lunches brought from home and consumed at pre-school provide the child with healthy and nutritious food.

Healthy eating has become a popular topic within today's society and we feel the pre-school has an important role in teaching children the importance of healthy eating as early as possible. We wish to make a positive contribution to children's health and encourage a happier and calmer population of

children within our pre-school. We really appreciate your help and assistance with this policy. Please help us to continue your good work in making your children fit and healthy for life.

Packed lunches should include:

- 1) At least one portion of fruit and one portion of vegetables.
- 2) Meat, fish or other source of non-dairy protein (e.g. lentils, kidney beans, chickpeas, hummus and falafel).
- 3) Oily fish, such as salmon, occasionally.
- 4) A starchy food, such as any type of bread, pasta, rice, couscous, noodles, potatoes or other types of cereals every day. Savoury crackers, breadsticks served with fruit vegetables or dairy food are also a good choice, with no added salt, sugar or fat.
- 5) Dairy food such as milk, cheese, yoghurt, fromage frais or custard everyday
- 6) Only water, still or sparkling, fruit juice, semi-skimmed milk, yoghurt or milk drinks and smoothies.

Packed lunches should avoid :

- 1) Snacks such as crisps.
- 2) Confectionery such as chocolate bars, chocolate-coated biscuits and sweets.
- 3) Cakes and biscuits, teach your child to eat these only as part of a balanced meal.
- 4) Meat products, such as sausage rolls, individual pies, corned meat and sausages/ chipolatas should be included only occasionally.

Be allergy aware - Please no nuts or peanut butter sandwiches

We recognise that some pupils may require special diets that requires special considerations. Parents are urged to be responsible in ensuring that packed lunches are as healthy as possible. For these reasons pupils are also not permitted to swap food items.

25 Emergency Closure Policy

The pre-school will endeavour to be open as stated in our admissions policy without disruption. Where disruption is unavoidable, all involved in the pre-school will be kept informed and the pre-school will reopen at the earliest possible opportunity.

Aim

In the unlikely event that the pre-school has to close at times other than scheduled in the normal opening hours and dates, the policy will be applied to ensure that all involved in the pre-school have a clear understanding of the procedures which will take place.

Methods

An emergency closure will be implemented in the following circumstances:

- 1) When the building is unusable through accidental or malicious damage
- 2) When the building is unusable due to required maintenance work. Where possible we will endeavour to negotiate scheduled work to be carried out during times of closure.
- 3) When an outbreak of illness within the setting requires closure in line with
- 4) Health Protection Agency (HPA) and Ofsted guidelines.
- 5) When illness levels within the staff body mean it is impossible to maintain the
- 6) correct ratios of suitable adults to children.
- 7) When bad weather makes it unsafe for the building to be accessed e.g. snow and ice.

In the event of any of the above incidents occurring which requires the pre-school to not open on a given session, the manager will make contact with the families of the pre-school affected for that session in advance of the day where practical (If facilities are available a text message may be sent to a designated parent/carer via our text messaging service). Where this is not practical, a member of the management will be asked to remain at the building until such time as it can be determined that all the affected families have been made aware of the situation. The manager will be responsible for informing the relevant authorities of the unexpected closure. Initially this will be the Early Years Childcare and Extended Services team. Other parties who may need to be informed are Ofsted, Health Protection Agency, local health authority, Health and Safety Executive and RIDDOR, depending on the circumstances of the closure. Parents will be informed about how they can find out when the pre-school will reopen and other pertinent information according to the circumstances of the closure. This may include asking them to nominate a preferred contact number/email address, or holding a special meeting to keep parents informed. The pre-school website will be updated regularly www.thisispreschool.com.

Emergency closure after a session has started.

In the event of an emergency closure after the session has started, parents and carers will be informed by telephone that they are required to collect their child as soon as possible. If the closure is due to sickness, the children and all staff who are unaffected will remain on the premises until all children can be collected. If the closure is due to an emergency which requires the building to be evacuated, the children will be safely evacuated according to the current Fire Drill procedures. Contact information for all the children will be taken out of the building alongside the daily register. Once the building is evacuated, the manager will ensure the relevant authorities/emergency services are called. The children will then be taken to a place of safety until such time as they can be collected by parents and carers.

**The place of safety is Puttenhoe Residential Home
180 Putnoe Street, Bedford Telephone 01234 214100**

The manager will contact the parents and carers of the children present. All staff will remain with the children during this time. Where the pre-school has to close in an

emergency, the management will arrange for any funding from the local authority to be repaid if required, and for refunds to be made to any families who pay fees. This will usually be made by way of a reduction from the next term's fees, but may be in the form of a direct payment if circumstances require.

26 e-Safety Policy

The e- safety Policy is part of the Setting Development Plan and relates to other policies including those for ICT, bullying and for child protection.

- 1) Hazeldene Heights Preschool will appoint an e-Safety coordinator. This will be the Designated Safeguarding Officer as the role overlaps.
- 2) The setting will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a computer connected to the Church Network. Neither the setting or Putnoe Heights Church can accept liability for any material accessed, or consequences of Internet access.
- 3) The setting will audit ICT use to establish if the e-Safety policy is adequate and that the implementation of the e-Safety policy is appropriate and effective.
- 4) The internet use is part of the EYFS and a necessary tool for the staff and children.
- 5) The setting will ensure that the use of Internet derived materials by staff and children complies with copyright law.
- 6) Staff will ensure that cross-checking of information occurs before accepting its accuracy.
- 7) The settings ICT systems security will be reviewed regularly.
- 8) Virus protection will be updated regularly.
- 9) In e-mail communication, children/staff must not reveal their personal details or those of others, or arrange to meet anyone without specific permission.
- 10) Incoming e-mails should be treated as suspicious and attachments not opened unless the author is known.
- 11) The forward of chain letters are not permitted.
- 12) Staff or children's personal contact information will not generally be published.
- 13) The contact details given online should be the setting's admin.
- 14) The Head of Preschool will take overall responsibility and ensure that content is accurate and appropriate.
- 15) Photographs that include children will be selected carefully so that individual children cannot be identified or their image misused.
- 16) Children's full names will not be used anywhere on a setting Web site or other on-line space, particularly in association with photographs. The Preschool will ask for written permission from the parents before any pictures are put onto the Web site.
- 17) The church will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- 18) Mobile phones will not be used during formal setting times unless it is an emergency.

- 19) The taking of pictures during the session is either on the settings own camera or by permission of the Head of Preschool to use staffs own camera.
- 20) All staff will be given the settings e-Safety policy and its importance explained.
- 21) The setting will maintain a current record of all staff who are granted access to setting ICT systems.
- 22) Staff must understand the setting social networking policy.
- 23) Any person not directly employed by the setting will be asked to sign an “acceptable use of setting ICT resources” before being allowed to access the internet from the setting site.
- 24) All e-safety incidents will be recorded in a e-safety Incident Log.
- 25) Staff will always use age appropriate websites and ensure appropriate filtering is applied when using the web with children.

27 Looked After Children’s policy

(Co-ordinator Laura Leggett)

(Senco Janet Smith)

Hazeldene Heights Preschool recognise that children and young people become ‘Looked After’ either if they have been taken into Care by the Local Authority, or have been accommodated by the Local Authority (a voluntary care arrangement). Most looked After Children (LAC) will be living in foster homes but a smaller number may be in a children’s home, living with a relative or even be placed back at home with their natural parent(s).

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

Hazeldene Heights Preschool are committed to provide quality education for every child, based on equality of opportunity, assess and outcomes. The Children Act 2004 places a duty to safeguard looked after children, to promote their educational achievements and to ensure that they meet their full potential.

The nominated Co-coordinator and SENCO will:

- 1) Ensure a smooth and welcoming induction for the child, Carer/s and Parents (where Possible). Note any specific requirements including care Status.
- 2) Ensure that a Personal Educational Plan or Individual Educational plan is completed.
- 3) Liaise with relevant outside agencies where appropriate to ensure a smooth transition into preschool.
- 4) Ensure that each ‘Looked After Child’ has an identified member of staff (Key person) that they can talk to.
- 5) Ensure that all staff receives relevant information and training is given.
- 6) Ensure confidentiality for individual children and only share personal information on a need to know basis.

- 7) Along with the SENCO provide written information to assist planning and review meetings and ensure attendance as far as possible.
- 8) Seek urgent meetings with the relevant parties where the child is experiencing difficulties and/or a danger of being excluded.

Roles and responsibilities of staff at Hazeldene Heights Preschool

As with all children we have a high expectation and celebrate the educational and personal achievements of 'Looked After Children'.

Ensure that child protection and confidentiality reasons ensure that information will be collected and reported in ways that preserve the anonymity and respect the confidentiality of the children concerned.

The Church will ensure that the nominated co-coordinator attends the relevant training days relating to 'Looked After Children'.

28 Social Networking Policy

The internet provides a number of benefits in which the setting may wish to participate, access online encyclopaedias such as Wikipedia, make equipment orders online or pay outstanding invoices.

However, when someone clearly identifies their association with Hazeldene Heights Preschool and/or discuss their work they are expected to behave appropriately when on the internet, and in ways that are consistent with the values, policies and procedures of Hazeldene Heights Preschool. The settings reputation is crucial and parent/carers and other outside professionals must be able to trust that the setting operates to a robust ethical standard.

All persons associated with Hazeldene Heights Preschool:

- 1) Should not use the internet in anyway to attack or abuse colleagues
- 2) Should not post derogatory or offensive comments on the internet relating to staff,
- 3) children, parent/carers, volunteers, students and others.
- 4) Should not post pictures taken at the setting with images of the children who attend.
- 5) Should not discuss the setting daily operation in anyway as this is a breach of the
- 6) setting confidentiality policy.

All networking sites allow photographs, videos, and comments to be shared with thousands of other users. Work related information should never be shared this way. Staff or others who are found to have breached this policy by posting offensive comments may be brought to the management to face possible disciplinary procedures as these comments could be seen to amount to cyber-bullying.

29 Whistle Blowing Policy

A copy of this policy can be found in the Staff/Volunteer Handbook

Constitution

Name The name of the pre-school shall be "Hazeldene Heights pre-school". It is emphasised that this is not an independent group but is governed by the Church Council as a part of Putnoe Heights Church. It falls under the supervision and direction of the ecumenical Church Council of Putnoe Heights Church and has charitable status under Statutory Instrument 2002 no. 1598.

Objectives The objectives of the pre-school shall be to provide:
Safe and satisfactory individual and group play for the fulfilment of social, physical, emotional, educational and spiritual needs of children from 2 years up to 5 years of age.
To bring children and parents into contact with and offer a welcome into the Christian fellowship of the Church.

Details It is expected that the pre-school shall operate daily during weekday mornings and afternoons in Putnoe Heights Church Centre, term time only. The Church Council will charge such fees as are necessary to cover staff costs and expenses connected with the operation of the pre-school on Putnoe Heights Church premises. Equipment, liabilities and obligations of the pre-school are the responsibility of the Church Council. Centre Management meetings will discuss the running of pre-school, and Church Council shall be informed of such meetings. In consultation with the Ministers there will be a pre-school service in church at Christmas and Easter to which all children and parents should be invited.

Employment of staff For the furtherance of the objectives of pre-school and to ensure satisfactory operation, Putnoe Heights Church Council shall appoint a Head of pre-school, who will be a person sympathetic to the aims and objectives of Putnoe Heights Church. The day to day running of the pre-school shall be the responsibility of the Head of pre-school who will be employed by the Church Council of Putnoe Heights Church to act on their behalf. The Head of pre-school shall become a member of the Church Council. The Head of pre-school will conduct day to day business and be responsible to the Church Council, acting in the first instance under the general supervision of the Ministers of the Church.

Sufficient staff shall be employed to ensure the safe and satisfactory operation of the pre-school within all current legislation. All staff will be encouraged to gain suitable training to help equip them for their work in pre-school. All staff will be made aware of Health and Safety and other policies governing employees and users of the Church Centre.

Finance The payment of all staff is the responsibility of Putnoe Heights Church Council. Putnoe Heights Church, Bedford, Church of England/Methodist Partnership is a body having charitable status. The pre-school is financially accountable to the Church Council. It has no independent financial status and any bank accounts opened for managing funds are the responsibility of the Church Council and must include as signatories the Ministers of Putnoe Heights Church and their representatives.

Change of Constitution The constitution may not be altered without the approval of the Church Council. In all matters the decision of the Church Council shall be final.

Working Agreement with Hazeldene Lower School

We the Governing Bodies of Putnoe Heights Church and Hazeldene Lower School hereby affirm our commitment to work together in partnership to develop pre-school education at Hazeldene Heights pre-school. We aim to provide quality pre-school learning experiences and to this end will share expertise and offer mutual encouragement and support. To achieve our desired outcomes we will:

Liaise on curriculum planning, resources, record keeping and the monitoring of children's progress.

Arrange for the staff of both establishments to have contact with children in the setting of the School and pre-school.

Maintain an on-going monitoring and support of children with Special Needs within the current Code of Practice.

Maintain current transfer arrangements according to the Admissions Policy of Hazeldene School while bearing in mind the needs of children.

Be mindful of the financial implications for each establishment of any decisions taken.

Support each other in any other way that is deemed appropriate.

This document was originally signed by representatives of Putnoe Heights Church and Hazeldene Lower School, including the Reverend Charles Royden (Vicar) and Mr Robert Harris (Head Teacher)

COMMON CHILDHOOD ILLNESSES

for further information see Health Protection Agency Poster
www.hpa.org.uk or telephone no.01462 705300

INCUBATION TIME (how long it takes to become ill after contact with infection)		INFECTIOUS TIME (the time your child can pass it on to others.)	HOW TO RECOGNISE IT	WHAT TO DO
CHICKEN POX	14 to 21days	From 2 days before the rash appears until 5 days after the rash first appears.	Unwell; a rash with red spots that have fluid filled blisters, which eventually dry into scabs.	Paracetamol for fever; baths, loose clothes, calamine lotion for itch; plenty of drinks. No need to see the doctor unless the child is very unwell or if it is an adult who has it.
MEASLES	7 to 14Days	From up to 4 days before the rash appears until 4 after it appears.	Cough; unwell; fever; rash that is red blotchy, not itchy and may be raised.	Best avoided by giving immunization; treat fever; warm drinks; Vaseline around mouth to protect skin; wash eyelids with warm water; consult your doctor
MUMPS	14 to 21 days	From a week before becoming unwell until 5 days after the swelling appears.	Unwell; fever; pain around ears or jaw; swelling under the jaw and by the ear may start on one side.	Paracetamol for pain and fever if any; plenty of drinks not fruit juice. No need to see the doctor unless the child has tummy pain & is being sick.
RUBELLA (German Measles)	14 to 21 days	From a week before becoming ill until 6 days after the rash appears.	Not unwell; rash on face and & spreading, flat, pale pink; neck glands may be swollen.	Keep away from pregnant women; treat any fever. No need to see a doctor unless the diagnosis is in doubt, or the rash lasts for more than 3 days.
WHOOPIING COUGH	7 to 21 days	From a week before the first signs of illness until 21 days after the coughing first started, or 5 days after an antibiotic is given.	Cough getting worse, after 2 weeks coughing bouts make breathing in difficult & causes the whooping noise.	Best avoided by immunising. Seek advice form your doctor